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ABSTRACT

This book presents 16 exemplary programs in schools that enroll American Indian or Alaska Native students. Exemplary, by definition, means the top 5 percent of education programs in student outcomes. In most cases, these programs are in the top 1 percent. Each program entry includes contact information, a narrative description, and in some cases, awards received, documentation of student outcomes, and other relevant information. Schools range from elementary through college and include public, private, tribal, and nonprofit. Programs address student support services, comprehensive school improvement, dropout prevention, adult education, college preparation, technology integration, and other areas. All 16 programs are summarized on one page in the beginning of the book, and program characteristics are presented in chart form. A brief history of Indian education is followed by a description of the 11 elements that are characteristic of exemplary programs: acknowledgement of the problem; set priorities for problems; vision, planning; commitment; restructuring and retraining; goal setting; experimentation, testing, and evaluation; outreach; expertise; and administrative support. Appendices list criteria for exemplary programs; individuals and organizations that have recognition programs for exemplary schools and projects; and the criteria of effectiveness for exemplary programs used by the now-defunct National Diffusion Network, the U.S. Department of Education program that recognized, supported, and disseminated information on exemplary programs for 25 years before being eliminated in the budget cuts of 1995. (TD)

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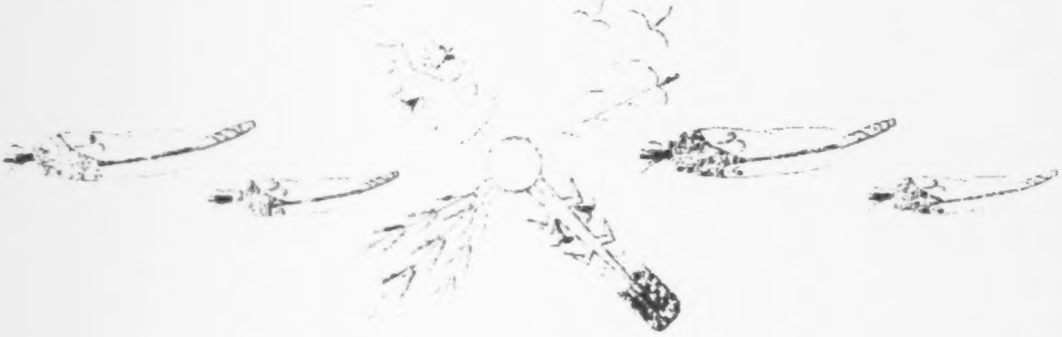

Dr. Dean Chavers, Editor

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In Memoriam

Frank Dukepoo, Ph. D.

Hopi

1943 – 1999

Founder, National American Indian Honor Society

First member of the Hopi Tribe to earn a doctorate

Founding Board Member, American Indian Science and Engineering Society

John Hay Whitney Fellow

Ford Foundation Fellow

Team Member, Human Genome Project

First Native American to earn a doctorate in Biology

We really miss you, Frank

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Summary of Exemplary Programs, 1999

1. The **Student Services Project** (SSP) at the University of Alaska has had Native students performing better than the overall university student population on pre-calculus, Math 107, Functions of Calculus, since 1992.

2. The **Native American Achievement Program (NAAP)** at Arizona State University has improved the freshman-to-sophomore retention rate of Indian students from the lowest of all ethnic groups on the campus to the second highest in five years.

3. The **Comprehensive School Improvement Program** (CSIP) at Baboquivari High School, AZ, has reduced dropouts from 42% to only 14%.

4. The **Dropout Prevention Project** at Cass Lake Local Indian Education Committee, MN, reduced the dropout rate from 60% to 10% and maintained the low rate for over five years.

5. The **Adult Education Program** of the NAMES School, Denver, CO, has produced over 150 graduates in ten years and has sent many graduates on to college.

6. The **Ganado Learning Arts Development (GLAD)** program at Ganado Primary School, AZ has increased student reading levels from only a few books a year to over 190 books per student per year.

7. The **COOL SCHOOL Project** at Ganado Intermediate School, AZ has increased student reading levels to over 130 books per year and improved student test scores to above national norms.

8. The **Adult Education Program** of the Mississippi Choctaw Tribe has produced over 600 GED high school graduates since it started in 1972 and has helped to transform the tribe into an economic powerhouse.

9. The **Total Quality Management Program** at Mount Edgecumbe High School, AK, has reduced dropouts to near zero, reduced staff turnover to near zero, and sends over 80% of graduates on to college each year.

10. The **College Preparatory Program** of the Navajo Preparatory School, NM, has sent over 98% of its graduates on to college for the past two years.

11. The **MESBEC Scholarship Program** of the Native American Scholarship Fund, NM, has maintained a completion rate of over 93% for twelve years and has produced 210 Native American graduates.

12. The **Tradition and Technology** Project of the Peach Springs School District, AZ, has a computerized program of teaching the Hualapai language which it uses with all the Native students in the District.

13. The **Title IX Resource Room** of the Rock Ledge School District, WI, has 100% of its Indian students passing the state reading competency test, 80% gaining one or more years of growth in reading, and 70% gaining one or more years of growth in math.

14. The **Indian Education Project** of the Salmon River Central School, NY, has reduced the dropout rate of its Indian students from 57% in 1972 to below 10%, and enrolls over 70% of its graduates in college each year.

15. The **College Career Center** of the Tohatchi High School, NM, has had 70% to 90% of its high school graduates to enroll in college for the past 13 years. Prior to 1984, the rate of enrollment in college was below 20%.

16. The **Focus on Excellence** program of the Wellpinit High School, WA has increased daily attendance from below 70% to over 90% in the past seven years, improved ITBS scores for all grades from below the twentieth percentile to the fortieth percentile and higher, and reduced the dropout rate from over 60% to near zero.

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CHAPTER ONE

A History of Exemplary Programs in Indian Education

What "Exemplary" Means

This book is about outstanding, well-above-the norm, superb, magnificent programs in schools that have Indian students enrolled. It is about the high success rate that is just starting to emerge in schools in Indian Country.

The word "exemplary" means basically a thing that is an example for others to follow. It is not something that is one of a kind. It is not unique. It is a model that sets the standard for others. That we now have a dozen and a half such programs in Indian Country is quite an accomplishment for Indian people. Just ten years ago, there were almost no exemplary education programs anywhere in Indian Country.

Some of the other words used with exemplary programs are outstanding, stellar, superlative, pre-eminent, and magnificent. These words describe programs that do not even entertain thoughts of mediocrity. Their heads are in the clouds, their minds are constantly on excellence, and their expectations are extremely high.

These programs, by definition, are in the top five percent of education programs in their outcomes with students. In most cases, they are in the top one per cent. In the U. S. Department of Education's final directory of exemplary programs, for instance, published in 1996 for the last time, only 222 exemplary education projects in the entire U. S. were listed.[*] (Congress and the White House eliminated the exemplary programs division of the U. S. Education Department in the budget cuts of 1995.)

The exemplary program, almost by definition, achieves its status by the outcomes it achieves with its students. It is not programs, practices, plans, and professional development. Any one of these elements may be present in a program, in an exemplary way, and the program itself may not realize exemplary outcomes. For us, it is only in the work, academic performance, career choices, achievements, behavior, and outcomes for students that exemplary status is achieved.

Students in exemplary programs have different behaviors from other students. They are eager to attend school. They have high rates of attendance, often over 95% for the year. They are eager to learn. They study every day, not for half an hour, but for two to four hours. They do homework every day. If they have no homework, they read books at home. They read dozens of books outside the curriculum every year, in addition to the books assigned to them to read. It is not unusual to find an exemplary student reading three to four books a week, year-round.

Exemplary programs are generally focused on one area, and on that area alone. Some of the ones in this directory are schools that have a comprehensive set of goals and objectives that are broad-based. However, in these cases, the schools set out initially to do one thing well. After that was done well, the school then added another component in another area, then another, and so on. Most of the programs described are so new that total, comprehensive reform at their schools is still years in the future. Only three of the schools started its new direction with total reform as their goal.

Most exemplary programs come from the bottom up, apparently, and not from the top down. That is, school boards and superintendents can mandate change, can come up with magnificent plans, and can find funds for the programs. This scenario has been followed hundreds of times, it Indian Country and elsewhere. It seldom works in reality.

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[*] *Moore, Raven, "Education Programs That Work." Longmont, CO: Sopris West, 1966.*

In contrast, programs that are started at the bottom, by parents, teachers, students, and counselors, can work and work well. This is not to say that the principals and superintendents should not support such programs. They should support them, very strongly. Too often, the person who develops an exemplary program and nurtures it through to full maturity and growth is fired for his or her excellent work. Thus school systems kill their most promising teachers. Change is dangerous, to the trustees of the school systems. It does not matter to them if outstanding or poor things are happening in the systems they inherit. School board members and school administrators almost always look upon themselves as the trustees of the schools and all their programs. They often insist that everyone in the system follow their rules.

Exemplary programs are often a threat because they do not follow the rules. The rules in Indian Country say that Indian children are not to be challenged too much, that their parents are to be totally excluded from the education process, that homework is to be given lightly if at all, and that Indian students will be educated for blue-collar work.

We certainly hope that being featured in this directory will not be the kiss of death to any of the projects and schools that are featured. Instead, we hope that more and more teachers, counselors, and principals will try to surpass what these ones have done and go even further in achieving exemplary outcomes.

A Brief History of Indian Education

Educating and "civilizing" Indians was a rationale for the English, Dutch, Spanish, French, and other settlers to leave Europe and settle in the "New World." The Christian Europeans thought it highly important to bring education to the so-called "heathens" of the New World, in addition to finding gold, pearls, and other things that they thought would make them rich.

Providing formal education to the American Indian was cited in the charters of the Virginia Colony and the Massachusetts Bay Colony in the 1600s as justification for settling in the New World. The idea of "civilizing the savage" was used as the justification for establishing colonies and Plymouth Rock and at Jamestown.

In both cases, the early settlers, soon after they learned how to live in the New World, started efforts to provide education to Indians. The charters of Dartmouth College in New Hampshire and the College of William and Mary in Virginia, and a few other early colleges, spelled out their role in educating Indians, among other things. Within less than a decade of the founding of the Virginia Colony, Samson Occam, a native Virginia Indian, had been taken on a fund raising trip to England with his missionary sponsor. The Red Man talking to the English people in their own language impressed and amazed them. Money for education was raised on the trip, and a school for Indians was started inland in Virginia, near the present site of Henrico, near Richmond.

The Spanish had established a mission school for Indians even earlier, in 1564. The schools established for Indians by both the English and the Spanish were operated mainly by missionaries until after the end of the Civil War. Almost no tax money was raised to pay for them. The funds were raised through contributions and subscriptions. Thus, while there was a great deal of interest in educating Indians from the very earliest history of the European settlement in the U. S., relatively little was done to implement the programs of education. In the 1830's, for example, there were only places for only a few thousand Indian students in the handful of mission schools—at a time when the Indian population was still several million.*

Mission schools for Indians in the 1600s, the 1700s, and the 1800s were small. Missionary teachers often complained to their superiors about the difficulty of keeping Indian students at the schools. Either they escaped the schools and ran away back to their homes, or they died. Colds, influenza, pneumonia, and other respiratory diseases killed millions of Indians. Fighting to preserve their homelands killed millions more.

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* *Berkhofer, Robert. "Salvation and the Savage: An Analysis of Protestant Missions and American Indian Response, 1787-1862." Lexington: University of Kentucky Press, 1965.*

When the Indian wars were finally over, 15 years after the end of the Civil War, the federal government began its first full-fledged efforts to educate Indians. The leading church denominations that were engaged in "Indian work" met in Philadelphia in 1867 and developed what came to be called "Grant's Peace Policy." President Grant adopted the policy wholeheartedly. It called for the confinement of Indians to reservations in the West, for their conversion to Christianity, and for their formal education. The alternatives seemed to be total extermination or genocide.

Funding Grant's Peace Policy and its education component did not come immediately, however. It took a strong leader, an Army captain named Richard Henry Pratt, to convince the War Department and the Congress to take Indian education seriously and fund it. He was selected to be in charge of a delegation of Apache leaders who were captured in Arizona and imprisoned in Florida in 1876-77. While he had them in prison, Pratt began to teach them to read and write in English.

They made such remarkable progress that the next year he was able to persuade his superiors and the Congress to let him transfer them to an abandoned Army base at Carlisle Barracks, Pennsylvania. The year after that, he "recruited" heavily on the Plains. The chiefs and headmen on reservations were told that their children had to go away to school. Then, when the children had been taken away, their parents were told to obey the orders of the Army officers and Indian Agents who were there to guard them—if they wanted to see their children alive again.

Most of the Bureau of Indian Affairs (BIA) schools that were established after Carlisle was in operation were modeled after Carlisle. They were abandoned Army barracks such as Fort Wingate, NM, Fort Chilocco, OK, and Fort Carson, NV. They adopted uniforms for students, and a quasi-military environment.

Children were brought to the schools and boarded there, away from the supposed debilitating effects of their parents on the reservations. Students had their beautiful long hair forcefully cut off. They were marched to classes. They sat in even rows in the classrooms. They were often made to work in the fields and the shops to produce the things they ate and wore. They were forbidden to speak their Native languages. Their activity was regulated from dawn until bedtime.

This system was often called bad names by Indians, one of the mildest of which was "captive education." Indian leaders and elders bitterly opposed this system for decades. They wanted their children to have an education, but they did not want them assimilated totally into American (U. S.) culture. The Indian leaders wanted Indian children to be able to function in Indian societies, not to be alienated from their own people. The BIA school system attempted to suppress the freedom the students coming from a tribal environment had learned.

By the 1930s, the BIA had expanded its schools to include over 200 institutions. Education had become the top priority of the Bureau, and remained its top priority into the 1960s. The other programs BIA operates—land management, tribal justice, tribal police, engineering, roads, building maintenance, and all the rest—only took a little over half the BIA budget. Education took up over half the BIA budget as late as 25 years ago. (It has now been reduced to under 25% of the BIA budget.)

Before the Pratt experiment at Carlisle (which produced the famous Jim Thorpe), all Indian schools had been operated by missionary societies. Today, mission schools educate only three percent of Indian students. In 1892, the Commissioner of Indian Affairs began a system of paying local public schools to educate Indian students. The BIA did not have room to house or educate all Indian students because the Congress never budgeted enough money to pay for them. By 1938 half the Indian students were in public schools.*

The BIA has for several decades pushed to end its education system. Despite the fact that 114 of the 388 official treaties signed by Indian tribes mention the exchange of land for education and other services in perpetuity—forever—the administrators of Indian affairs, reacting to pressure from the White House and the Congress, have tried to "terminate," or end the U. S. treaty obligation for, Indian education. To a great extent they have succeeded. Over 85% of Indian students are now enrolled in public schools.

* *Blauch, Lloyd E., "Educational Services for Indians." Washington, DC: U. S. Government Printing Office, 1939.*

BIA schools started as "pre-vocational" institutions, and remain so today. Few of them, and almost no public schools on reservations, operate pre-college programs. The result is that even the highest-achieving Indian students, leaving high school with GPAs of 3.5 or 4.0, do not have the four years of math, English, science, foreign language, computers, and writing they need for success in college. Consequently, about 80% of them drop out of college before they are graduated. Even fewer are fully prepared to be successful in the fields of math, science, engineering, and computer science which are so badly needed in Indian Country.

The Lack of Exemplary Indian Programs

The public schools that now educate four out of five Indian students are modeled after the BIA's post-Civil War military-style boarding schools for Indians. The fit between the schools and the students they educate is a very bad one. Fifty per cent of Indian students drop out in high school or before. New teachers either fit into the culture of the schools and accept the customs and the rules, or they resign and leave.*

The teachers do not realize, of course, that they are adopting the culture and the customs of their predecessors going back six generations. But one could easily make a case that they are. Some of the attributes of the public schools on or near reservations that have been inherited from the Civil War era are:

- An emphasis on vocational/technical education for Indian students;
- Discouraging parents of students from being involved with the schools;
- Low expectations of students, as evidenced by:
    - Not giving students much homework;
    - Not requiring students to read books outside the required ones;
    - Not challenging students to do their very best
    - Accepting low attendance rates from students, as low as 70%;
    - Forbidding students to speak their Native language, and conducting all classes in English only;
    - Letting students drop out as early as seventh grade, and removing them from school for the slightest infraction, such as missing too many days of school, fighting, etc.
- Lecturing to students as the only method of teaching;
- Not having any contact between parents and teachers, and not reaching out to the homes;
- Not preparing Indian students for college, and actually discouraging them from attending by telling them they are not prepared and will just drop out anyway and cost their parents money;
- Accepting mediocrity from teachers and students;
- Accepting curriculum which is watered down, weak, and out of date.

In the 25-year history of the federal exemplary program, the National Diffusion Network (NDN), there were only three Indian projects featured. In the late 1970s a Cherokee Right to Read project and a Cheyenne-Arapaho Right to Read project were featured in the annual directory of NDN Exemplary Projects.** The following year, both programs were not included in the directory. In 1996, the Davis County, Utah Indian Education project was included in the final NDN catalogue. Unfortunately, Congress eliminated the NDN in the massive budget cuts of 1996, leaving the nation without a national recognition program for exemplary education projects.

There are now some 1,523 schools and school districts in Indian Country, and 740 of them are high schools. NASF has a goal of seeing at least 50 Exemplary Programs in Indian Education (EPIEs) by the year 2010. Ten years after that, we would like to see as many as 100 such projects. To have come from none a decade ago to 16 in 1999 is a great start. (We know that at least 10 new potential exemplary projects are making great progress.) However, there is much work still to be done. Luckily, there are so many areas of improvement needed in Indian schools that anyone with the vision and the determination can develop an exemplary project within three to five years.

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* *Chavers, Dean, "Social Structure and the Diffusion of Innovations." Doctoral dissertation, Stanford University, 1976.*

** *Moore, op. cit.*

What is Necessary to be an Exemplary Program

Our review of exemplary programs reveals that several things are included in the exemplary package. Among the elements are:

1. Acknowledgement of the problem. Without knowing or wanting to know what problems exist, it is almost impossible to deal with them. When this author noted in a letter ten years ago that one largely-Indian district had a 65% dropout rate for Indians, the Superintendent disagreed vehemently, saying, in effect, that it was none of my business. When the State of South Dakota acknowledged in 1992 that it had a 74% dropout rate for Indian students, Indian educators all over the state (some of whom were Indians and some of whom were non-Indians working in Indian schools) howled and disagreed. They stated over and over again that the actual rate was not nearly this high.

   Pretending the problem does not exist will not make it go away. The problem might be lack of ability in English. It might be high dropout rates. It might be low college attendance rates. It might be low daily attendance rates. It might be poor math scores. It might be poor reading ability. It might be poor language scores. It might be the failure of Indian students to read regularly outside the classroom. It does no one any good to pretend that a problem does not exist.

2. Set Priorities for Problems. Not all problems have the same importance. If students are not attending school regularly, it will do little good to initiate a college-prep track or an advanced science program. Certainly an advanced math program will fail unless attendance is improved. In other words, first things have to come first. Paying attention to the basics—attendance, graduation rate, time on task, basic ability in reading, parent commitment—are sometimes necessary to address before a college-prep track can be implemented, for instance.

   This is not to say that multiple projects should not be implemented at a school. Our experience is that meaningful change and upgrading of a school only occurs when a multitude of projects is implemented over time. Having one project that is exemplary operating in isolation in a school in which no other improvements are taking place is asking for defeat. But sequencing is important. We know of some projects which were on their way to becoming exemplary, but which died from lack of support because they did not have the things which should have come in advance.

3. Vision. This ability is one that lets the project leader see what the final outcomes are going to be for the affected students. It is absolutely essential. Without vision and leadership, it is unlikely that an exemplary program will develop anywhere. Much has been written and talked about in visionary terms. But no one has yet, it seems, been able to capture it on paper. We think of it simply as the ability to "see" in one's mind what the final outcomes will be for students, and then to develop ways for them to reach the outcomes.

4. Planning. What vision is to the qualitative aspects of life, planning is to the quantitative aspects. Both need to be present in developing exemplary outcomes.

   Planning requires one to bridge the gap from where students are now (the status quo) to where students could be (the vision). It is mechanical, simple, and can be understood by a wide variety of people. It also forces the planners to make choices. There are always fewer dollars available than the ideal plan would call for, so all the techniques that could be used is a particular project can never all be included. Only the ones that work the best should be used.

   The essential question in all planning is "How can we get from where we are now to where we want to be (ought to be)." Answering this question properly will separate exemplary projects from ordinary ones.

5. Commitment. Once goals are set in the planning phase, resources are allocated, and the plan of action is adopted, it is commitment that is essential. In one EPIE project the coordinator has been known regularly to be out of bed by 4:00 a. m. and knocking on the door of a student at 6:00 a. m., having driven 60 miles to get to the house, the last ten on a dirt road. The reason? Making sure the student gets his application in to take the ACT, to apply for a scholarship before the deadline, to complete the Financial Aid application, to complete an application to a particular college by the deadline. This is real commitment.

Commitment means parents, teachers, counselors and principals will do whatever it takes to achieve the goals they have set for students. If it takes ten hours a day sometimes, or even 15, they will get the job done. Ideally, every person and every sector will make the commitment. But if the commitment is not there from everyone, exemplary results can still take place. In extreme cases, rare cases, commitment is from one person only. Unfortunately in these cases, when the person moves on to another job, the project dies. This has happened at least six times between the first edition of EPIE and this edition.

5. Restructuring and retaining. In almost a dozen projects described in this directory, extensive and sometimes intensive restructuring and retraining was necessary. This can be done all at once, as Mount Edgecumbe has done, or it can be sequential, chronological, and developmental, as Wellpinit is doing.

The mold from post-Civil War days has a powerful grip on the people in Indian schools. It can take from two to five years just to upgrade the curriculum in one department, for instance. If five departments in a high school are to be upgraded, sequentially, it could take years.

However, to make meaningful long-term changes, restructuring has to take place. The attitudes of people involved have to be changed, sometimes very radically. The Boards of Education, the superintendents, and the principals of necessity have to be involved in this process. If an outside agency is involved, the commitment by the school should be long term.

6. Goal setting. It is very important to have goals, and to have them expressed in **student outcome terms.** Often educators write goals for themselves, not for their students. They plan to deliver x number of hours of lectures, or y numbers of hours of tutoring, or z number of hours of counseling.

What we advocate instead is that all goals be expressed in student outcome terms. The dropout rate will be reduced from 60% to 20%, for example. The reading scores for eighth graders will improve from the 20th percentile to the 40th. The college attendance rate will increase from 20% to 40%. And so on.

It should be kept in mind that meaningful change will not occur the first year, probably. It will take from three to five years to see a dropout rate of 60% decrease to 40%, and even longer to reduce it all the way to 20% (the national rate). The EPIEs that have done this (Cass Lake, Baboquivari, Salmon River, Wellpinit) needed seven to ten years to get the job done. Too often, planners set goals that are unreachable in a year, such as reducing the dropout rate from 60% to 30% in one year. When the goals are not reached, they abandon the project, and sometimes the school itself. This is highly unfortunate.

Also, goals should be very specific, sharp, and focused on one thing. A popular goal in Indian education is something like having 80% of parents "involved" in some way during the year. While this seems like a goal, it is not. Having parents visit the school, or come to a potluck, or visit the classroom, may accomplish something, or it may not. The level of expectation is entirely too low, and it is unfocused. It also has the wrong intended clients; the clients here should be students, not parents. Parents are only a means to an end. If the parents, or a certain percentage of them, were going to spend one hour a day to help their children with homework, or to have young children to read to them, or to make sure their children were reading 10 books a month on their own, the goal would be much more focused, achievable, realistic, important, and meaningful.

7. Experimentation, testing, and evaluation. All the various things a group of teachers and parents develop to solve a particular problem may not be of value. If hardly anyone were doing a planned activity, for instance, it would be better to drop it and put something else in its place. No one knows all the answers to achieving a quality education. But all of us know a few of them.

If the few things that each of us knows are pooled, and only the best practices are kept, student learning will inevitably improve. Since we don't know in advance what will work and what will not, we should test each and every element or practice every year. In other words, we need to experiment for awhile.

Evaluation, in a formal sense, if done well, will help to determine which elements work and which do not. A well-trained expert evaluator can be invaluable to a project—if the evaluator is used properly. This means at a minimum that the evaluator is hired during the first month of the project and performs both a formative and a summative evaluation of the project each year.

9. Outreach. Outreach to parents is usually essential to the success of a project. Without it, the project fails. Outreach to parents is highly important because of the record of over 100 years of schools deliberately excluding Indian parents from the educational process. In the early days, the late 1800s, Indian parents were absolutely forbidden to visit their children at school. In most cases it was impossible for them to do so. For an Indian parent on a reservation in South Dakota to visit his child at Carlisle in Pennsylvania was unheard of. Unfortunately, strong traces of this heritage are to be found today at almost all schools in Indian Country.

Since teachers and administrators have all the power in the schools, Indian parents cannot be depended on to break down the doors to interact with schoolteachers. Many of the parents are not comfortable being in the schools. They feel inadequate to deal with the highly educated teachers, when the education of the parents may consist of only three to eight years of school. They are unfamiliar with the whole school curriculum, goals, programs, and practices, after the eighth grade level. Most important, they are simply intimidated by the schools, in the great majority of cases.

Also, they do not know the rules, and therefore cannot enforce them. If they knew, for instance, that each teacher was going to give some homework every day to every student, the parents could at least check to see that their children's homework was done each day before bedtime.

Outreach to other institutions in the community needs to be built in as well. Churches, social workers, police, courts, and volunteer organizations exist in every community in the nation. The private business sector is also present in some way. All of them can and should impact on the education of Indian children. The schools have to make the first attempts at outreach to other institutions, however. Few institutions will beat down the doors to get into schools, either. The Adopt-a-School program and similar programs have proved that if asked and supported, private business will commit time, resources, and personnel to help schools improve.

10. Expertise. The projects in this directory are one source of expertise. The 222 projects listed in the NDN catalogue (Moore, op. cit.) are another source. At NASF, we have used half a dozen of the NDN projects for training, and they have been outstanding. Many of the NDN projects had never had contact with an Indian school before we asked them to help, and were glad to do so. Over 20 NDN projects have attended training meetings and conferences NASF has held over the past ten years. Several of them attend the annual Exemplary Institute that NASF and 21 school superintendents sponsor.College professors are another source of expertise. Indian education consultants are another source. NASF itself has consulted with dozens of schools and colleges in the past ten years. NASF also conducts numerous training seminars each year, many of them on Indian education topics. Conferences and annual meetings are another source of information and expertise. We highly recommend using competent experts in the planning and evaluation processes. It may be advisable to use them in other roles, such as for staff training, curriculum development, and parent training.

11. Administrative support. Several of the exemplary projects we have featured in past editions of this book have failed not because of staff turnover or losing a grant. They have failed because the school or district administration did not support the project strongly. In one case, a highly successful math and science project, the principal sent the check back to the funding agency rather than have the project continue! Why? This principal apparently did not want competition from a highly successful project in his own school. The ostensible reason was also not valid, as far as we are concerned; the principal of the school, who was an Indian, supposedly said the project was racially discriminatory because it served only Indian students!

    Exemplary projects need to be supported by districts because the future of the districts depends on them. It is these projects which will provide the bulk of the scientists and engineers, the attorneys and doctors, that Indian communities need. These projects will also be the source of many of the new Indian teachers the schools need.

Changes from the Second Edition

This is the third edition of "EPIE." The first edition in 1993 described 12 exemplary programs. When the second edition of EPIE was published in 1996, it described 16 programs. Unfortunately, the 12 projects in the first edition had shrunk to only eight in three years. Four of them were no longer operating because of changes in personnel, budget cuts, and the like. So the second edition had eight of the original 12 still operating, and we had found eight new projects.

This edition reports on 16 exemplary programs that survived from the second edition, two new programs, and one that was described in the first edition but dropped from the second edition. With new leadership, that school is back on track. Unfortunately, one highly innovative project, the National Native American Honor Society, is in limbo because of the death of its leader, Dr. Frank Dukepoo. (See page 3)

The major change in this Third Edition is in the format. Instead of following the form we used in the first two editions, we have changed to a free-flowing prose narrative. We hope this will make it easier readers, for projects, and for future projects. The projects themselves collaborated in the writing of the sections about them. All of them edited and/or proofed the chapter on their project.

Exemplary Programs in the U. S.

The National Diffusion Network (NDN) of the U. S. Department of Education (ED) was the leading exemplary program in the U. S. for 25 years. However, this program was eliminated from the federal budget in 1996.

The NDN was regarded as the crème de la crème of exemplary programs. To achieve exemplary status in NDN was equivalent to being awarded the Oscar in the movie industry. The reason we mention it here is that many of the programs featured in the last edition of the NDN directory (Moore, op. cit.) are still in operation. They are available to work with Indian programs and schools to help them improve. Many of these NDN projects have been **highly effective** in helping educators serve students better. We recommend them highly. The most unfortunate thing is that the funds these projects received from NDN for training and travel are no longer available, so their services are no longer free. Many principals and superintendents have told us they are worth paying for out of their own District funds.

Other exemplary programs are operated by the Office of Bilingual Education and Minority Language Affairs (OBEMLA) in ED, and by the Bureau of Indian Affairs in Interior. A list of these exemplary programs is found in Attachment 3. Many of them also provide technical assistance such as curriculum development, staff training, board training, reading programs, science education, college preparation, and math education.

The chart on page 17 summarizes the 16 Exemplary Programs in Indian Education (EPIEs) in this directory. ("Soft money" means the project is supported on grant funds. "Hard money" means the school district or college supports the project on its own general revenue funds.)

The oldest of these projects is 27 years old. The average age is 13.9 years. Only one, Arizona State's retention project, has been in operation for less than seven years. Our conclusion is that while miracles **can** happen in a few years in Indian education, they are not likely to happen in the short run. What is much more likely to happen is that someone decides to take charge of a project and make sure that students learn to read, or stay in school, or attend school on a regular basis, and stays with the project until the results are achieved.

We urge more teachers, counselors, and principals to try for exemplary results.

Chart 1

CHARACTERISTICS OF EXEMPLARY PROGRAMS

NAME OF ORGANIZATION	CONTENT	FUNDING	LEVEL OF SCHOOL	ORGANIZATION TYPE	DATE STARTED	AGE
University of AK	Math	Hard	College	Public	1988	11
Arizona State University	Retention	Hard	College	Public	1995	4
Baboquivari High School	Retention	Hard	High School	Public	1987	12
Cass Lake LIEC	Retention	Soft	High School	Public	1982	17
NAMES	Adult Education	Soft	Adult Education	Nonprofit corporation	1987	12
GLAD Project	Reading	Hard	Primary	Public	1980	19
COOL SCHOOL Project	Reading	Hard	Intermediate	Public	1992	7
Mississippi Choctaw	Adult Education	Soft	Adult Education	Tribal school	1972	27
Mount Edgecumbe High School	Academics	Hard	High School	Public	1985	14
College Prep Program, Navajo Prep	College Preparation	Hard	High School	Private	1991	8
Native American Scholarship Fund	Retention	Soft	College	Nonprofit	1986	13
Tradition and Technology, Peach Springs,	Language	Soft	Elementary	Public	1975	24
Rock Ledge School	Reading	Soft	Elementary	Public	1990	9
Salmon River	Retention	Soft	Elementary, High School	Public	1972	27
Tohatchi High School	College Preparation	Soft	High School	Public	1985	14
Wellpinit Public Schools	Academics	Hard	Elementary, High School	Public	1989	10

STUDENT SUPPORT SERVICES PROJECT

Name of contact	Mr. Gregory Owens
Title of contact	Math Instructor
Address of contact	University of Alaska P. O. Box 756305, 507 Greuning Building Fairbanks AK 99775-6305
Telephone	(907) 474-6620/6887
Fax	(907) 474-5817
E-mail	ffgjo@aurora.alaska.edu

When Greg Owens arrived at the University of Alaska in 1987, he was hired as the Assistant Director of the TRIO Program in the Student Support Services Project (SSSP). He quickly realized, however, that the Alaska Natives in the math classes of the University were performing well below the norms in Math 107, Functions of Calculus. As a math teacher for several years, he knew these students could do better.

So he designed a math class to prepare them to do well in Calculus. Many of these students had not had a thorough background in math in high school. The majority of the Native students (about 80%) live in villages in the "bush," sometimes hundreds of miles away from a large city. Often the villages are reachable only by boat, plane, or floatplane. Others were returning students who had been out of school for five to 15 years; the majority of the returning students also came in as college freshmen.

All the students who were enrolled in the SSSP qualified as academically under-prepared. They often needed both developmental math and developmental reading assistance. (The program was federally funded. By federal regulations, 66.6% of the SSSP students had to be both first generation college students and also qualify as low income. The federally funded TRIO grant was lost in 1997. The university subsequently picked up Mr. Owens's salary.)

The SSSP operated within the College of Liberal Arts. No university or state dollars supported its work. The University provided space and administrative support: fiscal management, purchasing, personnel services, etc.

The lack of math preparation prevented Native students from entering the math-dependent areas. So math, medicine, dentistry, biology, physics, chemistry, engineering, geology, and other science fields were effectively closed to Native students. The program hypothesized that the completion of a pre-calculus class would subsequently increase the number of Native students pursuing these types of majors.

Mr. Owens designed, implemented, evaluated, and continues to develop this program. He has been aided by student tutors who are employed by the program. Four academic advisors employed by a separate program counsel students into classes and help in monitoring student progress. (The other SSSP staff members also assisted in student placement and monitoring.)

The class operated differently from the regular math classes. Students met for four to five hours a week, compared to only three hours in similar classes in which students earn three credit hours. Students engage in a lot of group problem solving, attempting to examine math in a larger context, to develop a group rapport and interdependence, and relate math to their daily lives.

Mr. Owens engages students in discussions of their lives and interests, and tries to get them to understand the importance of the class and its impact on future decisions on what their degrees will be. They review the previous results for Native students in Math 107. Overall, they REFUSE TO ACCEPT PREVIOUS FAILURES in math or other classes. They are determined to succeed.

The program has been recognized on the campus. Mr. Owens won the Meritorious Award for Excellence in Teaching in the Spring of 1988. The program has been an EPIE project since 1996.

The program has won national recognition. Mr. Owens has been a presenter at the National Council of Education Opportunity Associations national conference in Tampa Bay, FL. He has made a presentation at a science conference in Barrow, AK. He has made presentations at all four annual Exemplary Institutes convened by the Native American Scholarship Fund (1996-99).

Within a few years the Native students were outperforming the university norms in the Functions of Calculus (pre-calculus) class. The percentage who passed with a C or better was 57.6%, compared to only 48.2% for all other students in the University. Before the program began, only 31.0% of Native students passed the class, with a scant 5.4% earning A's. The percentage of Native students earning an "A" in Calculus rose to 18.5%, compared to only 15.2% for the other students on the campus. Some 73.1% of Native students persist and do not drop the class, compared to only 66.5% of all other students on the campus.

The class uses technology for teaching. Overhead projectors have been used with math manipulatives, but not frequently. Graphing calculators (TI-83 and TI-86) have been used on a regular basis; the program has several which can be loaned to students for the semester. The students have also used computer software to reinforce classroom topics. Currently the program uses image processing software designed by the National Institutes of Health and NASA to reinforce the relevance and widespread application of math.

Mr. Owens says others can replicate the project. What is required is an excellent teacher who is willing to work very hard with students both in class and out of the classroom. It requires an understanding of human motivation as well as an ability to explain math concepts in a variety of ways while providing opportunities for students to work together. The Native students do better when they can work and learn cooperatively, instead of working totally independently.

One special barrier that the program has had to overcome is lack of parent support. Parents of students are rarely involved. Most students are from rural Alaska, and travel costs preclude frequent visits.

Mr. Owens feels that the program has gotten little attention on his own campus. While some individual faculty members are aware of the impact of the program on opportunities for Alaska Native students, in general its success has been overlooked.

The project continues to improve. In the Fall of 1999, in a unified final exam in all precalculus sections, three of the top four scores in Mr. Owens's class went to Native students. Their scores were 99, 99, and 99. A fourth student scored a 95.

March 30, 1993

Dr. Janice Reynolds
Vice Chancellor of Academic Affairs
Signer's Hall
University of Alaska Fairbanks

Dear Dr. Reynolds,

When we hear Greg Owens was nominated for the Emil Usibelli Distinguished Teaching Award, a number of students thought it was a great idea and an appropriate honor for him. The UAF Chapter of the American Indian Science and Engineering Society (AISES) began collecting comments from a variety of interested students.

While AISES members were preparing statements, other students became aware of their effort and asked to be included in the process. Since Mr. Owens has affected so many students in different disciplines, we are glad to include their input. We are preparing these comments for your consideration because we feel they are a testimony to his worthiness of the award.

> When I first met Mr. Greg Owens, he was team teaching with an engineering professor during the Rural Alaska Honors Institute in 1988. When I entered college, I was enrolled in developmental math classes, which I needed in order to take calculus. Mr. Owens made certain that every student in his class learned the information presented to them. His knowledge of math is outstanding, as is his knowledge to present the information. His nomination for the Usibelli Award proves that he knows his stuff.
>
> Dale Smith, Mekoryuk
> Junior, Business Administration

> Greg Owens gives continuous support, advice and guidance to students, whether or not they are currently enrolled in his class. I am taking Calculus II and, as a former student of his, I don't think I'd be at this math level if it weren't for Greg and the help he has given me.
>
> Beverly Johnson, Emmonak
> Sophomore, Biochemistry/Premed

> Greg Owens is a one in a million teacher who dedicates his teaching to each and every student who enrolls in his developmental math classes. On top of his busy schedule of taking care of his three girls and a wife, being the Assistant Director for the Student Support Services, and teaching several classes, he gives his all to his students. He makes working with math students a simple talk although it is a challenge. He is always prepared and uses different teaching methods to make sure he gets the subject across to everyone.

Greg is like the Jaime Escalante for the people in Alaska. He gives his all to the students. He gives up his weekends and out-of-class days to teach the students until the content is grasped. He has a natural way and approach to reach his students.

Greg has always been a positive role model and has always naturally presented math as an easier subject for students who have math phobia. With his sense of humor and dedication, he has greatly encouraged his students to learn that math can be fun and worth learning. If it wasn't for his dedication in helping Cross-Cultural Communication students, I would not have made it as far as becoming a math teacher myself.

With his dedication for his students to succeed, he put many hours in preparing for the best. He is an ideal teacher whom every school should have. The methods I learned from watching him and having him as a teacher have greatly taught me math can be fun. He is a very strong candidate who deserves the Usibelli Award for his dedication to teaching.

Agatha John, Toksook Bay
Senior, Secondary Ed./Math and Science

Greg Owens is a superb Mathematics instructor at UAF. I've had the opportunity to take one of his courses, and I can safely say that he outshines all of my other math professors. I feel this way because of his notable ability to instruct mathematics understandably. His precise tactics almost always end in victory.

Jessie Downey, Pt. Hope
Sophomore, Business Administration/Math

It has not taken me long to know that Greg Owens is an exceptional teacher. As a future math teacher, I am fortunate to be acquainted with a model that is second to none. Mr. Owens' style, effectiveness, and ability to teach math has had a profound impact on many college students here at UAF. Greg is more than worthy of any honor he receives.

Curtis Ivanoff, Unalakleet
Teacher Certificate Candidate, BA in Math

Without the support and guidance that I received from Greg Owens, I would not have had the confidence to make Math an area of emphasis in my major. He is the primary reason I was able to go further in Math than I possibly could have imagined when I first started out in his Development Math Class. His faith in my mathematical abilities gave me the incentive to do the work that resulted in my learning. The strong foundations that he helped me build was what made all the difference as I continued on in more advanced classes. Greg deserves to be honored for his dedication to teaching and his style of teaching that makes students want to learn.

His positive attitude about Math has given me an appreciation for the subject that I now share with my daughter.

Teresa Anderson, Northway
Senior, Natural Resources Management

Greg Owens is the greatest and most inspiring instructor that I have ever had at UAF. I took three math classes from him, and I continued to seek help from him throughout the rest of my math classes. He has always been there giving support, direction, and motivation.

Ada Chapman
Junior, Business Administration

Greg Owens was my instructor in college algebra last fall. He dedicated 4 ½ hours a week to class time in a 3 credit course. He always dropped what he was doing to answer a question and has even taken calls at his home. His method of teaching is uniquely understandable and he shows genuine concern. I have found a major I enjoy and probably never would have realized it, if not for him.

Mike Sunnyboy, North Pole
Sophomore, Mathematics

Greg helped me through Calculus I, II and III and my upper division math classes. He gave me support and took time out for me even though he is really busy. He is really trying to improve the Math background of students who come from the villages.

Hazel Walters, Mountain Village
Senior, Secondary Ed/Math and Science

As you can tell from the students' statements, Greg Owens has had a powerful impact on many of our lives and has set a standard for the professors we will work with in the future. As a mentor and advisor, he has become an essential part of the attitude and identity of AISES on our campus. We really appreciate Greg and we strongly recommend him for the Usibelli Award.

Sincerely,

R. Scott Dickens, President
UAF AISES

GREGORY J. OWENS

136 Pepperdine Drive
Fairbanks AK 99709
(907) 474-8125

EDUCATION

UNIVERSITY OF ALASKA, FAIRBANKS 1987-91
Master of Education in Cross-Cultural Education
Cumulative GPA 4.00/4.00

UNIVERSITY OF MONTANA 1985-86

UNIVERSITY OF WISCONSIN—PLATTEVILLE 1975-79
Bachelor of Science degree in mathematics, with
Minors in English and coaching
Cumulative GPA 3.85/4.0
Awards: Graduated summa cum laude
McNett Award for outstanding male in Education Department
Phi Kappa Phi Honor Society

UNIVERSITY OF WISCONSIN—MADISON 1974-75

PRESENT EMPLOYMENT

UNIVERSITY OF ALASKA, FAIRBANKS

Responsibilities: Developmental math instructor working with a majority of students from traditionally underrepresented populations as part of the College of Rural Alaska.

RURAL ALASKA HONORS INSTITUTE 1990-present
University of Alaska Fairbanks Summers
Academic Coordinator/Math Instructor

WEST VALLEY ASSISTANT TRACK COACH 1994-present
Jump coach in charge of long, triple, and high jumps

EMPLOYMENT HISTORY

UNIVERSTY OF ALASKA FAIRBANKS 1987-1996

Responsibilities: Designing and implementing the math component of a federally-funded program targeted at underrepresented populations, within the Cross-Cultural Communications Program.

LOYAL SACRED HEART HIGH SCHOOL 1983-87
Missoula, Montana

Responsibilities: Head of the mathematics department; math and English instructor; Math Club supervisor; "L" Club supervisor; head track coach; assistant basketball coach.
Special accomplishments: Math Club's first place finish in Western Montana problem solving contest.

RURAL ALASKA HONORS INSTITUTE 1983-86
University of Alaska, Fairbanks 1988
Summers

Responsibilities: Math coordinator and instructor for an intensive college preparatory program for Native students from rural Alaska.

(Volunteer) **ST. MARY'S CATHOLIC HIGH SCHOOL** 1982-83
St. Mary's, Alaska

Responsibilities: Math and English instructor; boys' dorm assistant supervisor; head basketball coach; prom supervisor.

(Volunteer) **MARIST BROTHERS' HIGH SCHOOL** 1980-82
Pago Pago, American Samoa

Responsibilities: Mathematics and English instructor; head basketball, football, and track coach, and assistant volleyball coach.

Special accomplishments: All Island championships in track (2), basketball, volleyball, and football.

PAPERS PRESENTED

Observations on Math Readiness of Rural Students and Attempts at Improving Their Rate of Success at the University of Alaska, Fairbanks. AAAS Arctic Science Conference, Oct. 10, 1988, Fairbanks, AK.

A Longitudinal View of Math Results in the Rural Alaska Honors Institute. Alaska Native/Canadian Indian Teacher Education Programs Conference. March 15, 1989, Fairbanks, AK.

Alternative Approaches to Teaching Developmental Mathematics and Its Effect On Success Rates of Alaskan Native and American Indian Students at UAF. Arctic Uumaruq Conference, March 8-10, 1990, Barrow, Alaska.

What's Right With This Picture? Native Success in Precalculus at the University of Alaska Fairbanks. National Council of Educational Opportunity Associations, Sept. 24, 1991, Tampa, Florida.

Circumventing Tradition: Improving Native Success in Precalculus. National Council of Educational Opportunity Associations, Sept. 7, 1995, San Diego, California.

An Exemplary College Math Program. The Exemplary Institute, 1996, 1997, 1998, 1999, in New Mexico and Arizona. Native American Scholarship Fund.

EDUCATION FACULTY

Teachers for Alaska (TFA) program at UAF. Co-taught the mathematics Unit to the prospective secondary teachers at the University of Alaska Fairbanks in the Spring semester of 1992.

Invited faculty as part of the Exemplary Institute, Feb. 13-16, 1996, Gallup, New Mexico.

Invited faculty as part of the Exemplary Institute, Feb. 27-29, 1997, Gallup, New Mexico.

Invited faculty as part of the Exemplary Institute, Feb. 22-24, 1998, Albuquerque, New Mexico.

Invited faculty as part of the Exemplary Institute, March 7-9, 1999, Phoenix, Arizona.

TRAINING

Image Processing Workshop
Center for Image Processing, University of Arizona
July 31—August 4, 1995, St. Louis, Missouri.

Model Retention Strategies
National Council of Educational Associations
April 19-21, 1997, Tempe, Arizona

AWARDS

Rural Student Services Appreciation and Recognition Award
Rural Student Services, Spring, 1995
University of Alaska Fairbanks

Meritorious Faculty Award for Excellence in Teaching
College of Liberal Arts, Spring 1989
University of Alaska Fairbanks

Outstanding Coaches' Award, 1980
Marist Brothers High School
Pago Pago, American Samoa

REFERENCES

Sue McHenry
Rural Student Services Advisor
509 Gruening Building
University of Alaska
Fairbanks AK 99775

Riki Sipe
Language Arts Teacher
Howard Luke Academy
601 Loftus Road
Fairbanks AK 99701

James Kowalsky
Rural Alaska Honors Institute Director
507 Gruening Building
University of Alaska
Fairbanks AK 99775

Blaine Taylor
Assistant Basketball Coach
Maples Pavilion
Stanford University
Stanford CA 94305

Chart 2

Comparison of MATH F107X after UAF Students Have Completed Developmental Math

		DEVM 070	MATH 107X	Difference
Students who earned a grade in DEVELOPMENTAL MATH O70X in Fall 1994 who then earned a grade in MATH 107X.	GPA	3.17	2.06	-1.11

		N	%
Number and percent of students whose grade went	Up	4	8%
	Unchanged	14	27
	Down	34	65
	Total	52	100%

Chart 3

Results of SSSP Math Lab, University of Alaska

		SSSP 065	MATH 107X	Difference
Students who earned a grade in SSSP 065 from Spring 1988 to Spring 1993 who then earned a grade in MATH 107X	GPA	2.61	2.79	+0.18

		N	%
Number and percent of students whose grade went	Up	34	31%
	Unchanged	54	50
	Down	20	19
	Total	108	100%

Table 4
Results of SSSP Math Lab on Outcomes in Precalculus at UAF

Fall 1982 through Fall 1987

All Students			Non-Native Students			Native Students		
Grade	n	Percent	Grade	n	Percent	Grade	n	Percent
A	311	13.8%	A	296	15.0%	A	15	5.4%
B	362	16.1	B	338	17.1	B	24	8.7
C	439	19.5	C	390	19.8	C	49	17.7
D	173	7.7	D	146	7.4	D	27	9.7
F	289	12.9	F	249	12.6	F	40	14.4
I, NB, W	675	30.0	I, NB, W	553	28.0	I, NB, W	122	44.0
TOTALS	2,249	100.0%		1,972	99.9%		277	99.9%

C or better incl. W = 49.4%
C or better excl. W = 70.6%

C or better incl. W = 51.9%
C or better excl. W = 72.2%

C or better incl. W = 31.8%
C or better excl. W = 56.8%

Spring 1988 through Summer 1993

All Students			Non-Native Students			Native Students		
Grade	n	Percent	Grade	n	Percent	Grade	n	Percent
A	352	15.7%	A	297	15.2%	A	55	18.5%
B	379	16.9	B	325	16.7	B	54	18.2
C	379	16.9	C	317	16.3	C	62	20.9
D	148	6.6	D	130	6.7	D	18	6.1
F	255	11.4	F	227	11.7	F	28	9.4
I, NB, W	732	32.6	I, NB, W	652	33.5	I, NB, W	80	26.9
TOTALS	2,245	100.1%		1,948	100.1%		297	100.0%

C or better incl. W = 49.4%
C or better excl W = 73.4%

C or better incl. W = 48.2%
C or better excl. W = 72.5%

C or better incl. W = 57.6%
C or better excl W = 78.8%

(W = Withdrawal; I = Incomplete, NB = No Basis)

NATIVE AMERICAN ACHIEVEMENT PROGRAM

Name of contact	Mr. Peterson Zah
Title of contact	Advisor to the President on American Indian Affairs
Address of contact	P. O. Box 872203 Arizona State University Tempe, AZ 85287-2203
Telephone	(480) 965-5793
Fax	(480) 965-0865

When Mr. Peterson Zah finished his term as President of the Navajo Nation five years ago, he looked for another challenge that would interest him and help others at the same time. As a graduate of Arizona State University, Class of 1962, he had kept in contact with many of the college administrators as Navajo Nation Chairman and later as President. Thus, he welcomed the chance to return to the campus part time to advise the President, Dr. Lattie Coor, on Indian affairs.

His intention was to work half time and to spend the other half of his time doing other free lance consulting work at the national level and with other Indian tribes. However, in less than a year, the needs of the Native students on campus had begun to consume his interests full time, along with demands to assist the university in other areas.

When he began work in the Fall of 1995, the Indian students at Arizona State University had the lowest freshman-to-sophomore retention rate on the campus. Typically, only 40% to 45% of the Indian students returned for their second year, compared to over 70% for the whole campus, and to over 85% for the highest-performing ethnic group, Asian Americans. He and Bob Soza, the Dean of Students, set out to change this situation.

While trying to find solutions to keep more Native students enrolled in college, he remembered that while he was Chairman of the Navajo Nation he had proposed a solution in 1985 to the University about how the retention and graduation rate could be improved. He dusted off the old proposal, which ultimately evolved into the "Native American Achievement Program" (NAAP).

He and Bob Soza then met with the Navajo Nation higher education officials in Window Rock to discuss the new proposal. The Director of this office, Mr. Regis Clauschee, had been frustrated for years about the high dropout rate for Navajo students, and welcomed a chance to improve the situation. He was willing to recommend to the tribe that a contract be negotiated between ASU and the Navajo Nation and to delegate to the University the operation and monitoring of the scholarship funds provided to Navajo students.

The NAAP, now headed by Mr. Michael Begaye, has been running in high gear ever since, enjoying one of the best retention rates among all major colleges and universities throughout the nation.

The next challenge was to recruit more Native American students to ASU. The number of Native American students on the campus at the time was about 760. A recruitment meeting between the top ASU administrators, officials of the Navajo Nation, and local high school counselors was then arranged.

"When I went to see our recruitment and admissions offices to invite them to go with me to a meeting on the Navajo reservation, no one responded," the former Chairman said. "So I went back to the President and got his commitment to make the trip personally."

"Then when I went back to the other administrators and told them Dr. Coor was going to make the trip, they all changed their mind and suddenly found the time to go," he went on. "The workshop and recruitment meeting on the reservation was a great success."

Over 100 ASU officials, Navajo Nation officials, counselors, school district representatives, and high school administrators attended. The school people recognized the problem and supported the concept of a contract between the tribe and ASU.

At the first meeting, people from the local schools strongly expressed the need to have the universities come to the reservations to recruit Indian students. The annual recruitment meetings are also heavily attended by parents of ASU students.

Dr. Robert Roessell, Director of Rough Rock Community School, indicated that "ASU needs to come to where the people are, instead of always expecting students to show up on their doorsteps ready to enroll."

Dr. Roessell went further and stated, "If we embrace diversity then we have to beat the bushes to get more minorities to college."

At this first meeting, the concept of a government-to-government contract was fully endorsed and supported by all those in attendance. It was perceived as yet another way of solving the retention and recruitment problems at colleges and universities.

Thus ASU was given control of administering the funds by the tribe for all its Navajo students. The next step was to arrange for a program whereby a mentor (graduate assistant) and other interested faculty members would make a commitment to assist Indian students in their studies.

The Native American Achievement Program was designed to help first-time freshmen be successful at ASU. Basically, students receiving a scholarship from the Navajo Nation are required to participate in NAAP by signing a student agreement. Student scholarships are divided into three payments during the semester. Scholarship disbursements are made upon students satisfactorily completing the NAAP requirements.

In March of each year an orientation program for students and parents is hosted by ASU at Window Rock High School. Students receive information on financial assistance, housing, and assistance in selection of classes for the fall semester. This orientation is also an opportunity for students, parents, and their guests to meet ASU staff, students, and advisors.

The NAAP established other improvements in delivery of services to students and in accountability for funds. The NAAP consists of an orientation program (including a Summer Bridge Program and a Native American Summer Institute), student financial assistance workshops, the Campus Match block of general studies, the Freshman Year Experience of mentoring with instructors and academic advisors. All these programs are required of all Navajo freshmen and transfer students as a condition of their enrollment.

Summer Programs

Students are encouraged to attend the *Native American Summer Institute* (NASI) or the *Summer Bridge Program*.

The four-week Summer Bridge program enhances a student's chances to succeed by emphasizing the academic and social transition to the campus. Students can earn four credit hours toward graduation by attending Summer Bridge.

Freshman Year Experience

Students are urged to utilize *Freshman Year Experience* (FYE) services. The FYE provides accessible academic support services and campus resources to freshmen at designated residential halls. FYE is made up of several key components: academic advising, tutoring, computer labs, writing center, and academic classes.

Campus Match

In the fall semester 25 students may enroll in the Native American *Campus Match.* This block of general studies makes up a 12-14 credit hour cluster for students. The NAAP encourages students to register for the Campus Match cluster, but requires a minimum of one Campus Match course for participation.

Student Development and Integration

Students meet on a regular basis with their academic advisors to discuss academic progress, review current class schedules, and to register for next semester courses. Students meet with their instructors to establish rapport and communication. Becoming acquainted with instructors is an important element for success for any student. Students also visit with NAAP staff for support. The NAAP staff monitor student academic progress and personal development and act as an agent to help students become acclimated to the campus environment.

Before entering college, new Navajo freshmen sign an agreement between them, the Navajo Nation, and ASU. This contract spells out the rights and responsibilities of all the parties. Thus students know the Tribe, the University, and their parents are expecting them to attend class regularly, complete their homework, ask for help when they need it, keep in touch with their advisors, and keep in touch with the NAAP. Expectations are clearly laid out. Then their professors, their faculty advisors, and the NAAP monitor the students.

Some of these programs were made even more exciting by a grant of $1 million from the Fort McDowell Indian Community. The grant, for scholarship stipends and other purposes, was made jointly to ASU, to Northern Arizona University and to the University of Arizona. Fort McDowell is the first Indian tribe to make such a commitment to the Indian youth seeking higher education in Arizona.

The second-year NAAP experience is provided by the American Indian Institute, which focuses on academic and career development. Mr. Cal Seciwa, a Zuni Pueblo tribal member, directs the Institute, which was started in 1989. It provides academic and personal counseling, tutoring, and study space to over 400 Native American students attending ASU. For the Navajo students, the Institute is like their "Chapter House" at ASU, according to one Navajo student.

The NAAP has focused attention on the very few Indian faculty members at ASU—less than one half of one percent of the total faculty. But their involvement in academic advising is crucial to the success of the program. Mr. Zah says "The lack of Indian faculty is not only a problem at ASU, but nationwide we don't do well in this area." He indicated that this might be his next major project at the University.

"We need more Native American professors, faculty, and staff," he said. "The University also needs to go out and aggressively recruit Native American professionals to assist our students at these institutions."

The increased success of Indian students at ASU has stimulated more Indian students to want to attend the University. Mr. Seciwa reports that there were only 350 Indians on the campus in 1989. He also reports that a study in 1985 for the ASU Regents reported that only 15% of Indian students were earning degrees. Fully 85% were dropping out without earning a degree within five years.

By 1994, when Mr. Zah arrived, there were still not many Indian students on the campus. In 1994 the campus enrollment was more than 700 Indian students. In 1998, the total campus enrollment of 49,243 included 989 Indians—the highest total Indian enrollment in the history of the University. Mr. Zah said the Indian enrollment in Fall 1999 was about 1,107 students. Even with this increase, however, Indian enrollment is still low. Indians make up 6.9% of the state's population, but are only 1.9% of the ASU student body.

Arizona has 21 tribes, with the Navajo Nation being the largest. Now that the NAAP has proved its effectiveness with Navajo students, ASU is being asked to expand it to other tribes in the state. They would each sign a cooperative agreement with ASU similar to the Navajo Nation agreement. The San Carlos Apache Tribe signed such an agreement with ASU in 1998. The Salt River Indian Community, the Fort McDowell Indian Community, and the White Mountain Apache Tribe have all expressed an interest in the program. They would also delegate the administration of the Financial Aid program to ASU instead of paying the money directly to students. The NAAP would make sure students got the proper services on the campus, are helped to solve personal and social problems, and attempt to master the academics they need to be graduated.

Table 5

FRESHMAN TO SOPHOMORE RETENTION OF NATIVE AMERICANS, Arizona State University

Fall to Fall	Rate	
1993-1994	46%	
1994-1995	44	
1995-1996	43%	
1996-1997	76.7%	(First cohort)
1997-1998	78.4%	(Second cohort)
1998-1999	72%	(Third cohort)
1999-2000	76%	(freshman students currently enrolled in NAAP)

COMPREHENSIVE SCHOOL IMPROVEMENT PROGRAM

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Title of contact	Principal
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The CSIP is in operation at the Baboquivari Junior-Senior High School on the Tohono O'odham (formerly called Papago) reservation in southern Arizona. Over 99% of the school population are tribal members. Their ancestral home is the Sells area near the Mexican border. The majority of the tribal population lives in the Sells area, which has the BIA Agency office and tribal office in town. However, 43% of the tribal population lives in tiny, remote villages, which are only accessible by dirt roads.

Telephones are rare. Electricity has only been available for a few years in the villages. Students have to leave home as early as 6:00 am to be at school by 8:00 am. The population is poor; three quarters of the students are eligible for free lunches. Unemployment is high. Suicide is three times the national rate. The people have many health problems, with diabetes affecting a high percentage of adults.

The school was founded in 1971. There are 380 students enrolled in the school in grades 7-12. The school is both a junior high and a high school. The school has a history of poor performance—poor academic outcomes, and a high dropout rate. The dropout rate in 1985-86 was 42%. There were over 60 incidents of drug use on school grounds by students in 1985-86. Overall school attendance was 88% in 1981-82. Seniors scored at the 27th percentile on the standardized test in 1985. Only 47% of eligible seniors were graduated in 1985. The turnover of teachers was high.

In 1986 a Comprehensive School Improvement Plan (CSIP) was developed and implemented. Both the school board and the tribal council were involved in its development. The CSIP contained an action plan with 65 points to enhance student achievement. It is reviewed and evaluated on an annual basis. The CSIP is based on the latest research from the effective schools movement. It focuses on seven critical areas:

1. Clearly articulated goals and objectives.
2. High expectations for student achievement.
3. Strong school leadership.
4. Congruent curriculum.
5. Realistic assessment and accountability.
6. Effective teachers.
7. Strong school/community relations.

The principal, Dr. Sharron Walker was made the Director of the CSIP. She was the liaison with the tribal council, the chief trainer of teachers, counselors, and other staff, and the chief liaison with the School Board. The vice-principal, Robert Pambello, was made the assistant director of CSIP. The goals the CSIP planners spelled out included

1. Reducing the dropout rate
2. Reducing the on-campus use of drugs
3. Increasing attendance rates
4. Increasing standardized test scores
5. Increasing high school graduation rates.

The school made progress within five years. The dropout rate was reduced from 42% in 1986 to only 14% in 1990. The number of incidents of drug abuse on campus was reduced from over 60 in 1985-86 to only 18 in 1990-91. Overall school attendance improved from 88% in 1981-82 to 91% by 1990-91. Test scores for seniors went from the 27th percentile in 1985 to the 37th percentile in 1988, and have continued to improve. Graduation rates for seniors have improved from 47% in 1985 to more than 80% in 1991.

The principal maintains all records on the project. Prior to 1986, they did not make full use of such records. The staff at the school did not stay long; turnover was very high. This lack of continuity caused no long-term vision to be in place. However, the school now collects and analyzes data on many indicator of quality on a daily, weekly, and monthly basis. The principal collects and stores these data and analyzes them on an annual basis for reports to the Board, the Tribal Council, and to outside agencies. Now the data are computerized, and the school has many tables, charts, graphs, and printouts showing how it is making progress on all the important indicators.

The approach is very low-tech. The approach is based on a hands-on, human-centered, and child-caring philosophy. Technology is used only for math, records keeping, data collection, and data storage.

A number of action plans have been developed over the years. Some of the highlights are:

- The **Student Assistance Program,** in which 40% of our students are enrolled, reduces t he incidence of drugs on campus.
- The **Middle School Concept** stresses a nurturing environment for young adolescents.
- The **Instructional Team** is a group of teachers who mentor other teachers, to replace the teacher as the centerpiece and actively involve students in the classroom. We have found that when students are actively involved in learning they are more apt to come to school and learn.
- The **Career and Academic Preparation Center** assists students with college and career preparation.
- The **Upward Bound Program** from Pima College (a local community college) works closely with many of our students each weekend during the year. This program gets students ready for college.
- The **Student Recognition Program** helps students build self-esteem. Each year more than 80% of our students receive ribbons and certificates of achievement.
- A **Complete Written Curriculum** is in place for all subjects taught.
- **Cultural Sensitivity** is developed by teaching the Tohono O'odham language in the classroom. Tribal standards are part of the curriculum.

Several other initiatives have been developed and implemented as well, including teacher training, teacher evaluation, attendance improvement, dropout prevention, etc.

This project can be replicated by any other school that wants to. The first thing that is necessary to do is identify the major problems that affect students. Then ways to deal with these major problems need to be developed, refined, tested, and evaluated. Teachers need to be trained in ways to be successful with Indian students. Tribal council members, tribal department of education staff, and others need to be included in the planning, monitoring, and evaluation of programs. The school has to teach the language and culture of the tribe to make the school a part of the community, and not an alien force in the community. Teachers need to become a part of the community, and not outside the community. It will work with all populations.

The CSIP has won several awards over the years, including the following:

- 1987: Winner of the Arizona State Secondary Recognition Award, both junior high and high school.
- 1987: Winner of the National Secondary Recognition Award, first Native American school in Arizona to win this award.
- 1990: Dr. Walker won the Chase Outstanding Principal Award for the State of Arizona.
- 1991: First winner of the Exemplary Programs in Indian Education (EPIE) Award from the Native American Scholarship Fund.

The project has made numerous presentations to schools and conferences, including the Exemplary Institute, the Coalition for Indian Education. We have made a film on the project, funded by the National Arts and Humanities Council, which is 29 minutes long. The film has been distributed to many schools on request.

Commitment by parents is an essential part of the improvement process. The school has made a strong outreach effort to parents an essential part of its plans. Each student has an individual education plan, which is implemented in concert with the parents. Each student also has a health plan, which is monitored by the student, the parents, and the school. Parents are brought into the school picture through outreach to the villages and through parent support groups. Parents also rate the effectiveness of the school each year, by using formal rating forms. Parents are also involved in drug abuse prevention by students. Parents also participate in social events at the school on a frequent basis.

The project has been written about in PRINCIPAL Magazine, the newsletter of the National Dropout Prevention Center, in local newspapers, and in numerous other publications.

CASS LAKE DROPOUT PREVENTION PROGRAM

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Title of Contact	Director
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The Cass Lake Dropout Prevention Program has two objectives: (1) reducing the dropout rate on the reservation, and (2) teaching and preserving the Ojibwe language and culture.

Indian students, who are mostly from the Leech Lake Indian Reservation are the targets of this dropout prevention program. The District also has many Indian students within the schools that are enrolled with another Chippewa reservation in Minnesota, such as White Earth and Red Lake. These 926 Ojibwe students attend the Cass Lake-Bena School District, which is located adjacent to the reservation. The reservation is located 20 miles east of Bemidji, MN. They have the same problems most reservations have. Unemployment is 63%. Many children come from broken homes. Social problems abound.

This project set out to reduce the dropout rate and to teach Ojibwe language and culture. Prior to 1982 the dropout rate for the Indian students in the school district was 60%. The Indian students knew little about their language and culture.

By 1998 the project had reduced the dropout rate to 10%. In 1992-93, because of a change in administration of the project, it rose again to 38%. But by 1995 the rate had been reduced again and has remained low.

The project is supported by a federal grant from the Title IX, Indian Education Act, U. S. Department of Education. The district also receives funds from the Impact Aid federal program (P. L. 81-874) and from the Johnson-O'Malley program from the Bureau of Indian Affairs. The LIEC serves as the Advisory Board for all these programs.

Longitudinal data such as that quoted in this report, in addition to staff daily contact logs, GPAs, Stanford and Iowa test scores, and attendance monitoring statistics allow the project to perform correlation analyses and other statistical tests to aid in monitoring and strengthening its methods.

The development of an understanding of Ojibwe culture in non-Indian students translates into better relationships between Indian and non-Indian students. The project's Drum Group has also been very active and visible, acting as an ambassador for Indian culture in the community.

The most important point about the project, however, is that no one component functions by itself in a microcosm. Rather, the work is a cooperative effort involving all program staff, made possible by the administration of a comprehensive INDIAN EDUCATION PROGRAM. This ensures that services are not duplicated, and that the greatest benefit is realized with financial efficiency. The program annually conducts a needs assessment to ascertain the relevant needs to be addressed.

This program started with parents. Parents serve on the LIEC, which has 19 members. They are involved in setting policy, overseeing the annual needs assessment, setting goals and objectives, planning, and evaluation. This is a very strong group, with a core of people committed to their children's education. In addition, parent outreach is built into many of the project's components, including parental cost assistance, transportation, the newsletter, referral services, home-school liaison services, recognition and incentive activities, and attendance monitoring.

This program is applicable to any school district. It takes some time to develop Native curriculum materials, and it takes time to build the parent support that is necessary. But it can be done. Goals and objectives have to be set carefully, and monitored rigorously, to make changes occur.

The project makes little effort to do training or outreach to other districts. It has concentrated on doing all it could to improve the children's education. It has, however won several awards:

- 1987: Excellence in Educational Equity Award, MN Department of Education
- 1990: Showcase Project, U. S. Department of Education, Title IX
- 1990: Recognition of Excellence Award, Bureau of Indian Affairs, LIEC Parent Committee
- 1992: Exemplary Programs in Indian Education Award, (annual) Native American Scholarship Fund.

The project has been in operation since 1982. The present school enrollment of 870 total students is made up of 67% Indians and 33% non-Indians. The supplementary services and programs that are provided for Indian students through the Indian Education Department include:

- One-to-one and group counseling
- Tutorial assistance
- Parental cost assistance
- Medical and dental transportation
- Anishnabe Club
- Quarterly newsletter
- Referral services
- Home-School liaison services
- Recognition and incentive activities
- Ojibwe culture activities
- Chemical dependence resource library
- Student mentoring program
- Post-secondary preparation services
- Ojibwe language and culture instruction
- Native American and Ojibwe culture and history instruction
- Technical assistance for teachers and administration
- Drug prevention and awareness curriculum
- Attendance monitoring program
- Drum group
- Anishnabe Knowledge Bowl
- Name Change Committee
- Dance Troupe.

The dropouts are calculated by tracking the originally enrolled ninth grade class through a multi-year tracking system. For example, of an original class of 63 students, 31 were Indian students. Of these 31 students, five dropped out of school either here in Cass Lake or at the school to which they transferred. This yields a dropout rate of 16.1%. Using this method of tracking, the confounding effect of student transfers on the dropout rate is nullified.

Knowledge of Ojibwe language and culture is measured by a pre-test at the beginning of each quarter. At the end of each quarter, students are post-tested on their knowledge, to measure the effectiveness of the teaching methods and the amount of curriculum retained.

DENVER ADULT EDUCATION PROGRAM

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The Native American Multi-Cultural Education School (NAMES) is an adult basic education neighborhood community school where individuals who have not finished high school have a second chance to get a high school diploma (GED) and computer training. The School nurtures an environment that accepts all cultures and promotes a value system that enhances student learning experiences.

NAMES is the only adult education system in the Denver Metro area that targets Native Americans. It also accepts non-Indian students. It serves all cultures by teaching Adult Basic Education, General Education Diploma, Computer Competencies, and Workplace and Family Literacy. It serves all students who need to improve their education, effectively increase their career opportunities, and build their leadership potential on their "walk" in this world of many cultures.

NAMES promotes respect, humility, compassion, honesty, truth, wisdom, humor, and love. It promotes these values to guide the actions of board members, staff members, volunteers, and the programs and services it provides. It seeks to instill an appreciation for these values in those who support and work for our organization, in our clients, and among the general public.

The Need and the Beginnings

In 1980, under a contract with the Indian Health Service's Albuquerque Area Office, the Denver Indian Health Board conducted an analysis of the Indian population, scrutinizing such variables as age distrib-ution, tribal affiliation, educational characteristics, family income, and health problems. The analysis found the following:

- 75% of the 7,419 Indians surveyed had less than a high school diploma.
- 45% of the adult Indians had only a grade school education.
- 33% of the eligible work force were unemployed.
- 66.6% of the Indian families in Denver lived in poverty. The average income for an Indian family in Denver was under $6,000. The median income was $4,268.
- Out of the 10,599 Indians living in the Denver seven county area, an estimated 8,340 were below the 1979 poverty level (78.7% of the total).
- 83% of the total Indian adults age 25 and over had not completed high school.

Cultural differences and psychological and social problems complicated the educational and economic problems. The problems were magnified by the transition from a rural to an urban setting. The complexity of the inner city, drastic changes in the pace of life, differences in values, and the realities of subtle and blatant discrimination caused many Indian people to experience frustration, rejection, and discouragement.

The Denver metropolitan area, although having numerous Adult Basic Education (ABE) and General Education (GED) programs, did not have a program that worked specifically with and for Native American students. The Denver Indian Center applied and received federal funding starting in 1984 to operate an Adult Education program.

This program operated until 1996, at which time federal funds ran out. The staff of the project, not wanting the program to end, formed a nonprofit corporation and raised funds in the Denver area to keep the program going. It has had its own existence since 1996. It opened with $1,985 in cash, 25 students, 15 volunteers, and a powerful vision.

The NAMES Adult Education Program is presently the only program in the state of Colorado that has been designed specifically to meet the educational needs of the urban American Indian adult studen's who are in transition from the reservation to the city. The School is located at 3600 Morrison Road in the Westwood neighborhood of Southwest Denver. Native American students can attend other facilities that are closer to where they live, but most of them choose to attend NAMES. They often lack the self-confidence to venture into an unknown setting, or feel out of place in a non-Indian environment.

The classroom is conducted in a nontraditional way, with an under-standing of mutual respect and acceptance between the staff and the students. Current statistics from the Colorado Department of Education indicate that 55% of all American Indian adult students served within the seven county Denver metro area are assisted at the NAMES Adult Education program.

NAMES has served 328 students in just over three years of existence. In FY 99 it served 144 students. The Colorado Department of Education, Office of Adult Education, cites the areas of impact of the organization as being student impact, student tracking, student-driven services, and student retention.

During the past three years, the following outcomes have occurred:

- 32% of GED graduates went on for further training or college.
- 43% of GED graduates became employed.
- Student hours increased from 2,250 in FY 97 to 4,990 in FY 99.

Current Needs Assessment

When the NAMES school first opened in April of 1966, it was staffed with 100% volunteers—a true sign of the community's recognition of the need for these educational services.

NAMES has since found that American Indians have the lowest graduation rate and the highest dropout rate among all ethnic groups in the Denver Public Schools. In 1996-97, only 19 Native American students were graduated, out of a total of 2,463 Native American students. %. (See Denver Public Schools: 1996-97 Graduates) If all Native students had been graduated, there would have been over 175 graduates. Native American represented only .008% of the 1996-97 graduating class.

The dropout rate for Indian students attending Denver Public Schools was officially reported to be 52.5% At the state level, this figure was even higher—57.5%. (See Colorado State Dropout Report)

This population is also the least served by existing schools and adult education programs. NAMES is the only adult education program in the Denver Metro area that targets Native Americans. Last year, 50% of the NAMES graduates were Native American.

The Southwest Denver neighborhood (Villa Park, Barnum West, Westwood, Athmar Park, Valverde) currently served by NAMES has significantly higher than average rates low income families and unemployment. The rates of educational achievement are significantly lower. Family and child poverty rates are significantly higher than the rates for the rest of the City of Denver and the nation. These neighborhoods have the largest concentrations of Native Americans in the City. The population of the area is 1.45% Native American, compared to 1% for the rest of the City.

Statistics show the Native population on Morrison Road, where the School is located, has 52% of without a high school diploma. About 60% of the students served at NAMES are parents whose children are also at risk of school failure. Providing support for their children's education, whether it is reading a story or managing teacher conferences, is a high motivating factor for many adults to return to school.

Student Profile: Another student gets her wings at NAMES

Damiania Rivera, a Cherokee and Apache Indian, was born and raised in Denver. Her mother and father raised seventeen children, three of their own and the rest adopted. She is one of the three natural children. At seventeen she dropped out of school and went to the Job Corps in Utah. There she received training for cardiology and home health care.

When Damiania returned to Denver, she worked at University Hospital as a cardiovascular technician and did home health care work as a second job. During this time she became a single mother and moved home to help her father tend to her mother, who was critically ill. Her mother encouraged Damiania to get an education and move on with her life.

In 1997 Damiania attended NAMES and attained her GED in the fall of that year. In 1998 she completed two computer courses at NAMES and decided to make a career change. She obtained a position with the federal government as a customer service representative for Medicare beneficiaries. This was an eight to five job complete with employee benefits. With the benefit package she was able to have major dental surgery, something that was not possible in her previous position.

During the summer of 1999 she took a couple of trips to South Dakota, at which time she and her young daughter fell in love with that state. She then started to look seriously into the Internet for possible job opportunities in South Dakota. The time was right for a move. Her little girl was not entering pre-school, and she wanted to raise her in a smaller community.

In August she located a State medical position in Redfield, South Dakota. She applied and after two phone interviews she was hired. She went to the Redfield web site and found an apartment to rent, and a school for her daughter.

This was a dream come true. She is now excited about the adventure she is about to begin. Her new goal is just to be happy with the gifts of life. She said "I guess Ill just jump out there with both feet and see how far I can fly."

Program Administration

The Program Director is Ms. Lynda Nuttall. She has been with the program from its beginning. She is a member of the Cheyenne River Sioux Tribe and a former public school teacher. She has 28 years of experience in the field of education, the last 14 in Adult Education. Eleven of these years have been at the administrative level, where she has been responsible for program and curriculum development, fund raising, coordination of events, media development, public relations, marketing, money management, presenter at the local, state and national level, and program evaluator for the State of Colorado.

Her workshops are titled Community Resource Development, Writing Can Be Stressful, Cultural Storytelling, Intergenerational and Family Literacy Development, and The Preciousness in All of Us. The Colorado Department of Education has chosen her to be a team leader to evaluate other Colorado Adult Education programs.

She has built the program from one staff member to twelve. She is a member of the National Indian Education Association, the National Adult Education Association, the Colorado Indian Education Association, and the Colorado Initiative. In 1994 she was a graduate of Leadership Denver. In 1998 she received a Power of One Award at the Women's 98 conference. In April of 1999, at the spring Buffalo Feast and Traditional Honoring Ceremony hosted by the Denver Museum of Natural History and the Native American Resource Group, she received recognition for her effectiveness, creativity, and commitment to improving the overall quality of American Indian Education. She is currently a Colorado Trust Fellow and is attaining her Master's degree in Nonprofit Management. She is a member of the Cheyenne River Sioux Tribe.

She has been appointed to numerous boards and commissions. Among them are the Family Literacy Advisory Board headed by Colorado's First Lady, Mrs. Bea Romer. She is also on the Family Literacy Advisory Board; Governor Roy Romer's Commission on National and Community Service. She is a member of the Adult Literacy Commission; the University of Northern Colorado/US West team member; Teacher Excellence Appropriate for a Multicultural Society (TEAM); and the Southwest Region Board Member for the Association for Community Based Education.

The sources of support for the Adult Education program now are Elitch Gardens, Colorado Division of Wildlife, Colorado National Bankshares, the Hunt Alternative Fund, Seven Circle Resorts, the Association for Community Based Education, Volunteers in Service to America (VISTA), the Colorado Council on the Arts, the Colorado Department of Education, and the U. S. West Matching Gift Program.

The AEP is open to all people in need of educational services who are 16 years of age or older. Although the majority of the students who attend classes are American Indian, the program also serves African Americans, Hispanics, Asians, and Caucasians. The program is provided free of charge, without eligibility requirements. The targeted population for this project is families of low socioeconomic status at varying stages of their educational development.

The program has graduated 328 students through the GED program since its inception. Many more earned certificates in family literacy and computer literacy.

Education Programs

The NAMES School offers a range of adult literacy services from basic reading, writing, and arithmetic skills, to preparation for the General Education Diploma, to computer literacy. NAMES approaches education using the Medicine Wheel Star of Learning, a concept that (1) provides a safe place for growth, (2) blends the learning traditions of many cultures to support the development of skills for succeeding in contemporary western business, education, and parenting, (3) seeks to create community and family pride through the integration of the stories and images of the different cultures, and (4) develops leadership skills for a diverse, multicultural, world.

The Medicine Wheel Star of Learning concept incorporates and teaches the bringing together of all cultural perspectives. The four colors within the Medicine Wheel represent the four nations, or four races: Black, White, Yellow, and Red. Native American tradition is by its nature multicultural. Native people believe that when all people sit together in a circle, each person brings the wisdom of his or her experience to bear on whatever problem or issue is being considered. Through experiencing the perspectives of others, the students at NAMES learn to transcend boundaries and to become leaders within their families and leaders in their multicultural communities.

The program administers tests to students to determine their placement level on entry, and tests them on a regular basis to measure their progress. Students are tested upon entry with the Test of Adult Basic Education (TABE). If they score below ninth grade level they are assigned to the Adult Basic Education (ABE) component. If they score are ninth grade level or above, they are assigned to the GED component. Classes are held from 8:30 am to 3:30 pm Monday through Friday, and on Monday and Wednesday evenings from 5:00 to 8:30 pm.

The AEP uses several types of tests. The TABE is used as a pre-test and is also used as a follow-up test to measure student progress by measuring grade level increase. The program keeps daily attendance logs of each student's attendance. The Pre-GED test is used to determine the readiness of a student for GED study. Writing samples are collected from all students. Evaluations are made of the program by students on a regular basis, and they are asked to evaluate the whole program when they exit. The Director keeps records of the student graduation rate. Student intake forms are used when students first enroll. Each student documents the goals accomplished as they make progress.

The data are collected by use of the TABE, Microsoft Works (charts), and Paradox (statistics). The analysis is done by the NAMES staff.

Individual Education Plans (IEPs) are developed for each student. Students work at their own pace. Some can move from seventh grade level all the way through high school level and earn their GED in one year. Others take a year to move up one or two grade levels. Students can learn on and use computers if they want to. Students are tested periodically to measure their progress. When they are ready they take the GED exam.

The Adult Education Program provides six programs for Indian and other adults:

1. Adult basic education instruction in math computation, language, and literacy development for adult students.
2. Adult education services to help students continue their education through the secondary level of school and earn a GED certificate.
3. A Mentorship program that supports the students to continue their education beyond our classroom.
4. A basic survival skills program to allow adults to improve the skills they need to function effectively in an urban setting. Many of the adults receiving tutoring and instruction at the AEP have recently entered the Denver metro area from reservation settings. Many students encounter difficulties with urban living that can be reduced or eliminated. This program involves and provides students with mini-classes, workshops, and self-directed events that address five major skills categories: leadership, community resources, cultural awareness, computer literacy, and family literacy.
5. A Computer Literacy component that is comprised of two parts: Lifestyle Improvement and GED Support. Both aspects of the program stress computer literacy and familiarity with the machine through play and exploration.
6. A Family Literacy program that empowers families to take an active role in their children's education. The family is the child's first teacher; it includes all people who work with or care or children. The program focuses on the importance of modeling behaviors and activities, the importance of setting a pattern of reading behaviors, and encourages and enables the family to participate in the educational process. The program supports the cultural perspectives of families by integrating their culture into a life-long learning environment.

The AEP provides daily instruction on an open entry/open exit basis. Program services are available without eligibility criteria for all interested students. The program accommodates different stages of educational growth. Instructors take the time to ensure that all individualized educational plans are appropriate for each student. Culturally-based and regular classroom materials are used for instruction.

The program provides computer literacy through instruction and through computer program tutorials. A computer teacher works individually and on a group basis with those students interested in learning computers. Our programs consist of the Dippy Speaking Program, Word Perfect 5.1, Lotus 123, Microsoft Works, GED 2000, Skills Bank-Language, Reading, and Math, and the Mavis Beacon typing tutorial. Use of the computers is decided on an individual basis.

The computers are available during classroom hours, Monday through Friday 8:30 am to 3:30 pm, and Monday and Wednesday evenings 5:00 pm to 8:30 pm. Worksheets and tests are used to assist the students in learning different computer programs.

The program has been replicated in two different sites in the Denver area—the Arapahoe House and the Eagle Lodge. The Family Literacy Program has developed its own curriculum and has held a national conference. The curriculum, although designed with Native Americans in mind, can be used with any culture. The U. S. Department of Education also granted our Effective Showcase Project award based upon selection criteria that included the category "potential for replication."

The program has won several local, state, and national awards. In 1995 it was evaluated by a state team from the Colorado Department of Education (CDE) through their PEER evaluation, which is a three-year review for all adult education programs funded by CDE. They stated that our program is an outstanding education program because we exceeded the standards of excellence set by the state office. In 1993 the Association for Community Based Education identified our Family Literacy program as exemplary. In 1993 the Native American Scholarship Fund recognized the program as exemplary in the publication "Exemplary Programs in Indian Education" (EPIE). In the second edition of EPIE in 1996, the exemplary status of the program was again recognized and continued. In 1994 the U. S. Department of Education selected the program for the annual Effective Showcase Project award.

Workshops have been given for the staff of the AEP in networking, communication, and fund raising. The tutors have attended workshops on literacy, ABE/GED education, volunteer recruitment and management, and workshops on other educational organizations. The Director has given workshops on writing, cultural awareness and sensitivity, the language experience approach, and community resource development. Training is provided for volunteers interested in tutoring for the AEP. The training consists of reading, writing, and math skills, an overview of the program, and an introduction to Native American culture. Volunteers are also made familiar with the materials used in the classroom.

Since the organization is an adult program, students are responsible for their degree of commitment and dedication. It provides a sound program for education—individual tutoring, classroom instruction, computer support, and various other activities to keep the students motivated to learn. Activities it has held include monthly field trips, barbecue cookouts, potluck holiday lunches, fundraising activities, and ongoing arts and crafts projects. Many of the activities are brought about by suggestions from students.

Evaluation

NAMES follows the Colorado Department of Education Office of Adult Education mandate for evaluation procedures. These accountability standards require a comprehensive yearly evaluation of organization goals and objectives. NAMES has been recognized as having an overall standard of excellence in student impact, student tracking, public relations, marketing, and volunteerism. Dián Bates, State Director of Adult Education, describes the NAMES program as "Excellent reporting. You never lost sight of the primary focus—Adult Learners!"

NAMES defines and measures success by the impact it has on the lives of students and their families, an impact that reaches past today and into their future. A successful program provides opportunities for students to get off welfare, to obtain a job, to go on for further training, and to pursue a college education. Additionally, it gives opportunities for them to become actively involved in the education of their children. Education is isolation is often not enough. It needs to be a family affair.

Publicity

The program has had publicity from the following sources:

- "15 Students, Indian Program Both Hang on for Graduation." Rocky Mountain News, 1996
- "Education Revival—School Rebounds to Serve GED Hopefuls." Denver Post, May 20, 1997.
- "Native American School Fosters Literacy, Values." Denver Post, May 17, 1998.
- "GED's Open up Future." Denver Post, July 1, 1998.
- "Honoring Ceremony for Grads at NAMES." Denver Herald Dispatch, July 2, 1998.
- "NAMES Makes Dreams Come True." El Semanario, July 7, 1998.
- "Urban Indians—Small but Growing Population in Denver." Sol Day News
- "1,000 join in traditional feast—Native Americans Honor Local Leaders." Denver Post, March, 1999.
- "Inspirational Leader Motivates Student Achievement." El Semanario, July 15, 1999.
- "American Indians Go Back for More." Women's Business Chronicle, August, 1999.
- "Denver Adult Education Program." Exemplary Programs in Indian Education, second edition. Albuquerque, NM: Native American Scholarship Fund, 1996.

Table 6, Dropout Rate in Colorado, 1996-97

ETHNICITY OF GRADUATES	**DROPOUT RATE**	**NUMBER OF GRADUATES**
All Students	22.3%	32,608
Whites	19.1%	25,917
Asians	19.2%	981
Blacks	34.9%	1,364
Hispanic	40.4%	4,109
American Indian	57.4%	237

Source: Colorado Department of Education, "Foundations for High Achievements, K-12 Public Education," 1997.

Table 7: Denver Public Schools: 1996-97 Graduation Totals and Graduation Rate

	Number of Graduates			Graduation Rate		
	Male	Female	Total	Male	Female	Total
White	442	500	942	71.9%	78.4%	75.2%
Asian	67	62	129	72.0%	86.1%	78.2%
Black	258	306	564	60.8%	69.2%	65.1%
Hispanic	370	439	809	47.3%	53.3%	50.4%
American Indian	5	14	19	38.5%	51.9%	47.5%
District Total	1,142	1,321	2,463	59.3%	66.0%	62.7%

Source: "Colorado Graduation Rates for Class of 1996-97," Denver Public Schools, 1997.

Table 8: Socio-Economic Characteristics of Population Served

	Denver	Southwest Denver	NAMES (96-97)
High School Diploma	79.2%	59.02%	5.0%
Avg. Household Income	$25,106	$23,790	<$10,000
On Public Assistance	7.6%	13.94%	80%
Family Poverty	3.1%	323.22%	86%
Unemployment Rate	6.8%	10.72%	71%

Source: U. S. Department of Commerce, "U. S. Census of Population," 1990.

Table 9: Demographics for Morrison Road Neighborhood

Household Income	Percent	Education	Percent	Type Profession	Percent
$zero-25,000	61%	No Diploma	52%	Manager/Prof.	13%
$25,000-35,000	10%	H. S. Diploma	26%	Sales	NIL
$35,000-50,000	5%	Some College	13%	Administration	17%
$50,000 and up	24%	Associate degree	5%	Service/Labor	39%
		BA/BS Degree	NIL	Skilled	4%
		MS/MA or Ph D. Degree	4%	Blue Collar	27%

Source: "Census Black Group Demographic Profile, Tract 45.01." City and County of Denver, Planning and Development Office, 1996

Table 10: NAMES Program Goals, Objectives, and Outcomes

Program Goals	Program Objectives	Program Outcomes
Increase student educational skills in reading, writing, speaking, social studies, science, and math.	- Enrollment of 150. - Retain 100 students throughout the year. - Prepare 40 students to pass the GED test. - Develop curriculum incorporating Medicine Star values	- Graduate 15 (GED certificate) - An additional 20 students will improve by one grade level or better in reading and math. - Of the 15 graduates, six students will go on for further education/training, and six will be employed.
Increase student computer experiences that will afford them lifestyle improvement: on-line communication skills and Internet competencies.	- Conduct four computer literacy classes in the areas of Microsoft Word, Excel, and Power Point. - Students master basic typing skills. - Create a partnership with three employment and training organizations for student referral.	- Adult students produce a personal resume. - Students type at least 25 words per minute. - Refer six students to an employment and training organization, with three students gaining employment. - Seven students will complete software tutorial module.
Provide opportunities to validate self-image and attain a higher level of community awareness and involvement.	- Blend the learning traditions of many cultures to support the development of skills for succeeding in contemporary western business and education. - Provide eight speaker/workshops on leadership; culture, religion, and ethnicity; voter registration; and banking - 50 students go on field trips to museums, colleges and universities, and arts and cultural performances.	- Evaluation forms and informal feedback document learning, relevance to student lives, and future application. - Seven students register to vote. - Ten students open bank accounts. - A short essay from the students on the value of each field trip. - Students will write thank you notes to those who sponsored the trips.
Strengthen family relations by offering life skills and family literacy training.	- Conduct pilot program—an eight-week session with up to four families addressing aspects of parenting, health, nutrition, conflict resolution, and family literacy.	- Potential for alternatives to issues of discipline. - Improved personal hygiene. - Increased healthy eating. - Increased awareness and appreciation of the role of others in the family. - Complete family history book.
Create a safe, welcoming environment that respects the values of all cultures.	- Pair teachers/volunteers and students for monthly mentoring activity. - Recognize personal needs of each student: celebrate holidays; recognize their accomplishments with hugs, gifts, and acknowledgement; provide referrals for basic life skills services; be sure that people have food and shelter. - Employ instructors with teaching styles consistent with medicine wheel values, e. g., person-to-person versus teacher to student.	- Student's life strengthened, as shown by their individual achievements. - Each student who attends class for 20 hours or more will accomplish one of their identified needs. - Mutual respect. - Confident outlook for future success. - Finding a path that has heart. - Low turnover for staff and volunteers.

Timetable: Open entry. Student may enroll at any time. Classes are held Monday through Thursday year round. Evening classes and workshops are also offered.

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THE GLAD PROJECT
(Ganado Learning Arts Development)

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The Ganado Primary School (GPS) is a public school located entirely within the boundaries of the Navajo Nation reservation in northeastern Arizona. Ganado is 30 miles west of the Navajo capital of Window Rock. The school is located 150 miles from the nearest state university. The attendance area of the district is huge—over 1,000 square miles. Students ride buses as far as 60 and 70 miles one way to attend school.

The district, which encompasses five Chapters (local government agencies) of the Navajo Nation, faces some incredible challenges. The unemployment rate is 60%. Single parent homes make up 42% of the families. Over 32% of families are classified as dysfunctional. Over 28% of homes have no running water. Only a few families living near main roads have telephones.

It is incredible that a school such as Ganado Primary School exists. It is a source of community pride and a symbol of real hope for the community and its children. The 475 students from kindergarten to second grade are primarily Navajo children and reflect many of the strong values of their ancestors. The at-risk population is comprised of a high percentage of limited-English-proficient (LEP) and economically disadvantaged students.

The Principal, Mr.Sigmund Boloz, has been active in the education of students of the Navajo Nation since 1972. He was appointed Principal of the Ganado Primary School in 1980. As a poet and writer, Mr. Boloz has produced ten books of poetry and has published almost 400 pieces and articles in over 80 different journals and books. In 1996 to 1999 he was named the **Poet Laureate** of the Wisconsin Reading Journal. His two newest books of poetry are titled Be Dangerous and Diarrhea! Diarrhea: And Other School Poems for Children (Wooded Hill Productions, 1998). Another recent book on teaching poetry is titled Marinating the Soul: Writing Poetry with Aspiring Writers (Wooded Hill Productions, 1999). He is a past member of the editorial advisory board of the *Reading Teacher* and is a member of the Author's Guild.

He has also published other books on language literacy for American Indian children, teaching for success, and celebrating family literacy.

Mr. Boloz was selected by Executive Educator magazine as one of the **Executive Educator 100**, North America's 100 top school executives in small school systems. In 1987, the National School Safety Center and the National Association of Elementary School Principals recognized him as one of ten **Principals of Leadership** across the country. In 1995, the Apache and Navajo County Association for the Education of Young Children recognized Mr. Boloz with the **Christine Hamilton Novobilski Life-Time Achievement Award.** In 1996, as a part of its 125th anniversary, the town of Newington, Connecticut (population 43,000) named Mr. Boloz as one of six **Distinguished High School Graduates.** In 1997 he was also one of two top recipients of **Northern Arizona University's Alumni Achievement Award** and the Navajo Tribe's Chief Manuelito Award for excellence in educational leadership. In 1997, Mr. Boloz was honored by the National Association of Elementary and Secondary Principals as the **NAESP National Distinguished Principal from Arizona.**

For the past 20 years there have been efforts to transform the language arts curriculum at GPS from a textbook-dominated to a child-centered approach. The GLAD Project attempts to integrate the writing process, dialogue groups, literature study, and thematic cycles into one integrated whole. Learning experiences must be relevant and provide for hands-on opportunities for students. The project serves all students in the school.

The School is a state-funded public school and receives the bulk of its funding through state and federal funding sources. In the past the school has also received bilingual grants from the federal Title VII program and funds from the Title IX Indian Education Act.

After suffering for over 20 years with an outdated and outmoded building, the school got a new facility in 1993. The District involved the school staff and the community in the design of Ganado Primary School, which opened in the Spring of 1993. The school reflects the traditional values of the Navajo culture, which are incorporated in the District's Foundations of Learning. The building is culturally relevant in its construction and physical orientation and is an ideal early-childhood teaching environment. For instance, the physical layout of the school is designed to promote communication around a 5,000 square foot open library, three computer labs with more than 200 student computers and 40 adult computers, and two Navajo language classrooms. Three 11,000 square foot instructional School-within-a-School (SWAS) classroom clusters surround the center.

The East School (white and representing critical thinking) is a special project cluster that is made up of nine multi-age classrooms, of which three are integrated special needs Project Success classrooms. The South School (blue and representing career awareness) is made up of nine classrooms called a School-within-a-School. The West School (yellow, representing social interpersonal relationships) is also a School-within-a-School.

Before the school implemented the GLAD Project, standardized tests indicated a flat rate of achievement—not much greater than that of a school that was merely guessing. After the GLAD Project was in operation, students made dramatic improvements in academics and behavior.

The number of books children read at home and at school is used as the main indicator of success. The secondary indicator is the increase in reading ability that students show on standardized tests. In addition, the attendance rate of students and the motivation level of the children to become involved in their own education are used to evaluate the success of the program. Student involvement in activities is another indicator: the participation of students in free book distributions, television and newspaper production, daily mail distribution, in the student council, as school tour guides for visitors, and in distribution of principal, writing, and at-home reading awards are all used as indicators of success.

The 1998-99 school year was the ninth year that the school staff pursued a school-wide goal to require that each classroom have an at-home reading program. Many classrooms use the BOOK-IT! Program for promoting increased student reading outside the classroom.

Although most students are limited English proficient and come from homes where Navajo is the primary language, students have demonstrated continued improvement in reading skills, writing skills, speaking skills, listening skills, and attitudes toward school.

The statistical analysis of student achievement indicates that those students who stay with our program are five to 10 Normal Curve Equivalents (NCEs) ahead of those students moving in and out of the system. The School also finds that reading achievement is correlated with attention to the at-home reading program, and is affected significantly by the commitment of the teacher to literature study and the writing process. The standardized reading scores demonstrate a 19-point increase from five years ago in reading comprehension.

Analysis of standardized test scores and numbers of books read is done by the principal and his staff. The results of reading incentive contests are recorded during their duration by teachers. Teachers are responsible for tracking the progress of their students and ensuring that special needs are met.

District-wide writing assessments, language assessment scales, reading attitudinal scales, and parent and teacher opinions all indicate great levels of progress. Two of our students were judged as runners-up in the 1994 annual Arizona State Poetry Contest. More than 4,000 entries were received and only 240 K-12 students were selected. A second grader at our school was the state winner.

The Wee Deliver program, sponsored by the U. S. Postal Service, enables the students to establish their own postal service within the school. Our student council of first and second graders handles all the responsibilities of delivering mail within the school. During the first half of the school year, the students sent more than 6,000 letters to friends, teachers, family, and other students. During our Open House, 97 parents stopped by our post office and wrote letters to their children.

Students use the three computer labs for the layout of the school newspaper. In the monthly edition, student stories, editorials, photos, and news reports are included. A publication lab staffed by a part-time employee produces approximately 100 student-authored books each month. The layout of the new building has the library, media center, and instructional resource area centrally located so that it can serve as a distribution center for a fully integrated communication system with closed caption capability.

Learning experiences must be relevant and provide for hands-on learning opportunities. Students at Ganado Primary School receive free books during certain book distributions, and the school has use several well known literacy initiatives such as the **Wee Deliver** program of the U. S. Postal Service, the **BOOK-IT** program, and the **Reading is Fundamental (RIF)** program. The School also features a Writer's Coffeehouse to showcase student work, advanced literature and writing classes, and a Reading Renaissance Program to encourage pleasure reading opportunities. The school library houses a collection of more than 37,000 volumes.

There are more than 1,000 books in each classroom library that can be checked out to take home or read in class. The library and media center also has 2,000 multiple sets of children's literature, 1,000 big books, and over 3,200 professional volumes and videotapes. Couches and chairs are arranged so that reading can be done in a nonrestrictive setting. Tables are used in place of desks so children can learn cooperatively and in collaboration with each other. Money is given to teachers each year to improve their classroom libraries, which is a stated priority.

Priority is also placed on writing as well. An in-school postal system has children writing and delivering an average of 50 cards and letters daily. The children also author their own books that are published in our publication lab, and they contribute to the monthly newspaper.

The inclusion of Navajo language and culture classes has been important to school development. The Navajo Language program is staffed by two teachers, two assistants, and two foster grandparents. The Navajo language program is linked to the counseling program through the **Caring Circles.** These are concentrated help for students who come from dysfunctional families. The students attend daily one-hour sessions for a six-week period. They have a chance to hear from others, learn coping behaviors, and learn alternatives to destructive behaviors. Another form of writing is available with student complaint and apology forms, which are available around the school for problem recording and reflection.

Letters received from students are proudly posted in many office areas. Students spend a great deal of time talking and writing about how much they value and enjoy reading and writing. From the nurse's waiting area to the rich classroom libraries, books are available everywhere. The school is organized to foster positive attitudes toward literacy.

The School has worked hard to create a one-program emphasis, to eliminate pullouts, and to coordinate federal and state programs to support a single focus rather than fragmenting its approach. There are no pullout reading programs for remedial readers at the school. Instead, the school staff members have opted to decrease class size (17:1) with part time (.625 FTE) parent helpers in each classroom. To increase articulation across grades by organizing three Schools-within-a-School, the School has created 11 multi-age classrooms (K-2) and 12 Looping classrooms where the teacher is teaching the entire class from a central location. Each student is provided with a regularly scheduled, pullout-gifted experience that emphasizes expanded literacy opportunities through the fine arts, movement and drama, computer labs, and Navajo language programs.

In 1993 the school became a Collaborative Literacy Intervention Project (CLIP) site. This program is similar to the Reading Recovery program. It is a year long, intensive, reading-acceleration training program that has since resulted in 30 certified reading teachers now working within the school.

The school has also implemented five annual summer week-long early childhood academies for teacher assistants and parent helpers. The school is also a summer training site for the Northern Arizona Writing Project (NAWP). The school's professional library has more than 1,500 volumes and 150 professional videotapes for staff to use.

In 1994 students read over 42,000 books during the school year. In 1996, the 475 students read more than 74,000 books as part of the program. In 1998 the total was 92,070, and in 1999 they read 141,361 books (See Chart 11, page 50)

Elementary Reading Attitudinal Surveys administered each year indicate very high levels of reading satisfaction between first and second graders. A parent survey conducted during the 1998-99 school year indicated that 90% of the students at the school felt positive about their education and that 98% of the parents favored our approach.

Parents are essential to the success of the GLAD program. The school employs 32 parents as part-time teacher helpers. The At-Home reading program encourages parents or other family members to read with their children as often as possible. In the CLIP program, the parent role is vital for reading to children at night, particularly for children at risk of reading failure. In this program, parents receive a detailed overview of their child's reading strengths and are offered strategic information on how to speak to and reinforce their child's increasing abilities.

Parents are also invited to two open houses each year. At the first one of the 1999-2000 school year, 72% of parents were reported present. At Open House, they are encouraged to write a letter to their child in the **Wee Deliver** in-school postal system program.

Rainbow Connection workshops are held once monthly for parent training opportunities, and Active Parenting training workshops are also held through the counseling program. In 1989, only 18% of the parents attended four or more school educational activities. In 1998, 52% did so.

Quality Awards are given every nine weeks. Afterward a reception is held for the parents, teachers and children. The Award Day is exceptional. Parents seem to flood the school. At these times, parents hear about the value of reading at home (**BOOK-IT! Awards**), the writing process (writing awards), and citizenship awards. Parents get another opportunity to visit classrooms and speak with their child and the child's teacher. During the School's last Quality Awards presentations, 86% of the parents attended.

All children in the school are involved in the GLAD program.

There have been many setbacks that we have had to overcome. But perhaps the biggest was the preparation for change itself. A lack of single school-wide focus or vision slowed the process. A fear of separation from traditional teaching methods caused resistance to change. Even among the most well intentioned staff we found a dire need for staff development in cutting-edge thinking. There have been many, many bandwagons to resist. Too many quick fixes were advocated to the general education community. We resist quick fixes, fads, and canned programs. The thing that works is comprehensive reform, a complete focus on the needs of students, a heavy concentration on reading, strong staff education programs that are long range and intensive, and building involvement and commitment on the part of families for their children's education.

The school has provided outreach and training to other schools. In order for teachers to earn certification in the CLIP, 24 regular classroom teachers have worked with the Tempe and Holbrook school systems to complete the intensive year-long staff development program that is required. This allows teachers to target the lower 20% of the classroom for daily 30-minute reading and writing intervention lessons.

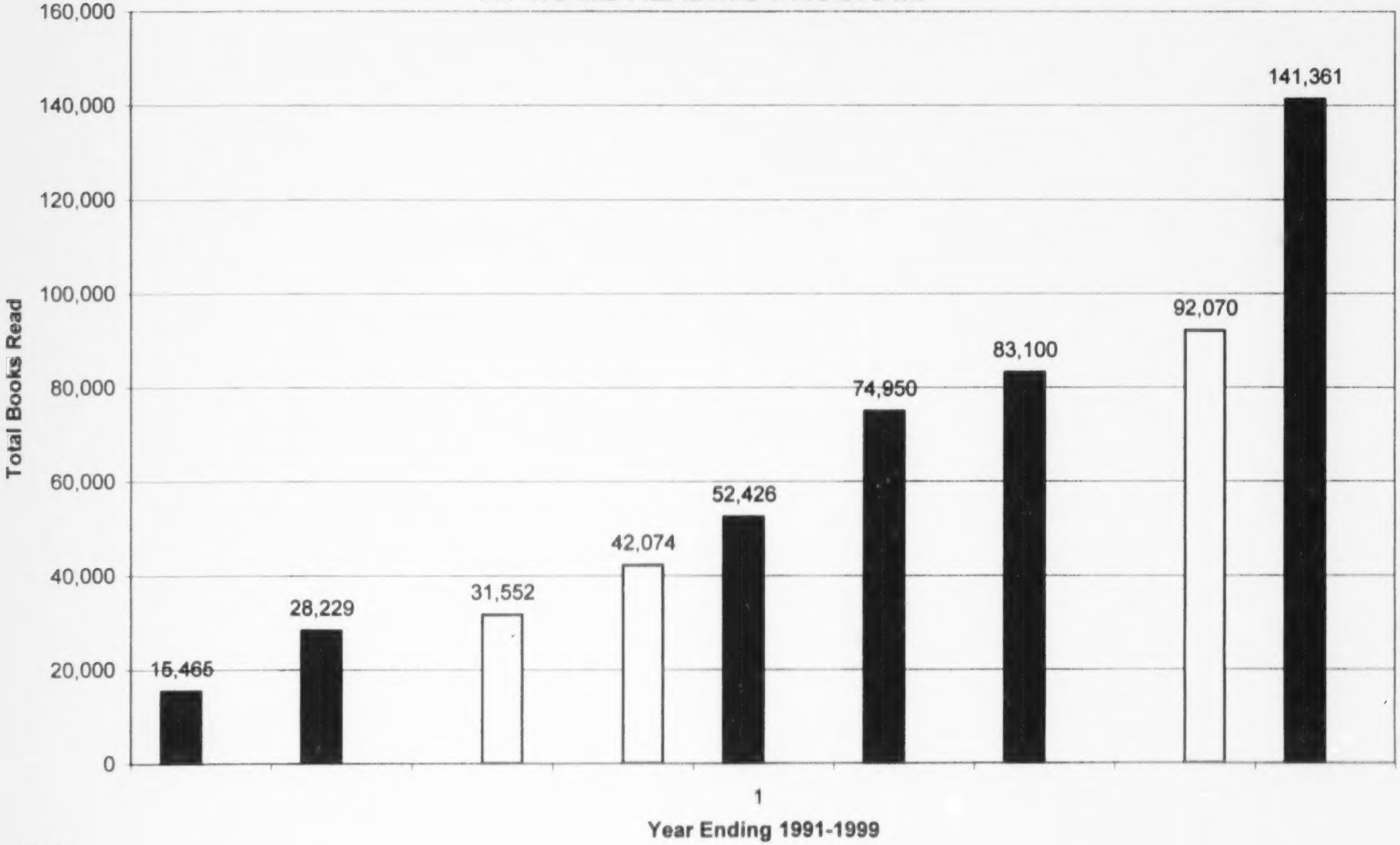
Annually the school receives approximately 700 visitors from many parts of the southwest. The student tour guides welcome visitors and show them the school, while the principal takes time to provide in-depth question-and-answer sessions. As a result, many other schools have continued to visit and to adopt similar staff education methods.

Ganado Primary School has received numerous awards, including national recognition from the National Council of Teachers of English, the International Reading Association, the U. S. Department of Education, and the Native American Scholarship Fund, Inc. In 1995, Ganado Primary School was named an A+ School and the Number One School in Arizona. In 1997, Ganado Primary School was named a Blue Ribbon School of Excellence by the U. S. Department of Education and was featured as the cover story in the October 1997 issue of *Teaching K-8* magazine.

The GLAD Program can be duplicated at any school where staff and administration are willing to set long-range staff goals and to devote similar amounts of time and energy to encourage positive literacy skills throughout the classrooms.

Teachers also play a crucial role in program development. During monthly grade level or cluster curriculum dialogue groups and conversations, yearly budget task force meetings, and "summer issues" workshops, program strategies are examined and modified. Frequent curriculum conversations are held to discuss school improvement projects involving all aspects of the school. During these discussions, opportunities are sought, tough questions are asked about the needs of students (particularly for those students at risk), and the school looks for thoughtfulness in planning, constancy in implementation, and so on.

Chart 11
Ganado Primary School
AT-HOME READING PROGRAM



COOL SCHOOL PROJECT

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The COOL School Project focus is on literacy improvement with goals of achieving scores on performance assessments at or above state and national standards. COOL is an acronym for Outreach and Opportunity for Learning.

The project was started in 1992 when Ms. Susan Stropko was principal. When she left in 1998, she was replaced by Ms. Lucinda Swedberg, the new Principal.

The project reaches Navajo students in grades three to five in the Ganado Unified School District. The Ganado Intermediate School (GIS) enrolls students from five Chapters (local government agencies of the Navajo Nation) and from outside the district boundaries. Typically, 98% of the students are Native Americans. More than 60% are Limited English Proficiency (LEP). More than 90% qualify for free or reduced lunches because they come from families with low incomes. Historically, the students have scored in the lowest quartile on norm-referenced achievement tests such as the IRBS. Only a few students in the past have achieved fully competence on the Arizona State Assessment Program (ASAP), which is required by law.

Ms. Swedberg has worked at the Ganado USD for over eight years. She has played a key role in the COOL School project since its inception. She is assisted by Ms. Helen Aseret, a Curriculum Specialist, Ms. Margaret Araza, a Writing Specialist, and all the teachers at GIS.

The project is supported by hard monies. While the school does receive some federal grant funds (Title I, Title II, Title IX Indian Education, Johnson-O'Malley), and one state grant (K-3 At-Risk), the staff from these projects support and participate in the COOL School project.

Planning for this project started in 1992, and was completed in 1993. Data are not available for 1992-93 or earlier years, with the exception of district writing assessment scores. Baseline data are collected each year, and are reported in the charts starting with Chart 12. The test scores of students indicated that only a few were competent in reading, writing, and language. We are striving for all our students to achieve competence. We set a goal of having 70% of our students to be testing as competent after five years of operating the project.

The funds to start the project came from a grant from the Native American Scholarship Fund. GIS was selected to be one of a handful of schools to field test the Reading Award Program of NASF. After the field test was complete, the school has continued the project using its own funds and supplementing these funds with grant support for some activities.

The indicators of success we use are (1) the number of books read outside the classroom by students during the year, (2) the percentage of students scoring a the competency level on the State Academic Standards, and (3) reading test scores for all students.

Students use a Windows computer lab to practice their writing. There are computers in every classroom. The emphasis is not on technology, but on literacy. Computers are used to support the goal of universal literacy. Classroom computers are equipped with multi-media kits, CD-ROM drives, and the Internet.

The methods used in the project were many and varied. The main methods that have been implemented are:

1. **Site based shared decision making and the Quality Schools process.** The school is managed within an unusual model of site based shared decision making. Instead of leaving decisions to a representative leadership council, the entire GIS staff is involved in a consensus model of shared decision making and school improvement. The power and effectiveness of full staff involvement in the process is extraordinary. The entire school staff engages in a quality schools process, striving for continual improvement of learning and support procedures. Site based school decision making and the quality schools process provide the framework for the accelerated school improvements that are happening at the school.

2. **At Home reading.** With the help of the NASF reading incentive grant, we emphasized the At Home Reading project in classes and with parents. We encouraged and rewarded reading through certificates, book awards, Principal's Awards, and emphasis at awards assemblies and parent days at school.

3. **Writing Project.** The school has sponsored the Ganado Institute of Northern Arizona Writing Project for the past six years. It is held onsite in Ganado in June. The Institute began with our graduate course for all district teachers in 1994, and grew to six courses for teachers and paraprofessionals in 1996. In the courses, teachers improve their skills in using the writing process to promote student thinking and literacy development. Funding for the project is through Title I and Title II. Writing assessment scores for students have improved steadily over the course of this project.

4. **Integrated Learning.** GIS teachers engage in a process of modifying their instruction and materials to match more closely the way the children learn. In integrated learning inservices and graduate courses, they learn a clearer understanding of how children learn, and how to capitalize on the spatial and nonverbal strengths of our students in building their literacy and cognitive skills. Teachers learn how to use the multiple intelligences in their teaching practices.

5. **Curriculum Alignment.** The GIS teachers, working as teams, have continued to align written curriculum, instruction, and assessments. The teachers have rewritten the standards-based performance assessment booklets using language more appropriate for English-as-a-Second-Language (ESL) learners. Altogether, the teams have created 17 assessment booklets that provide performance challenges at grade level by state standards, yet use language understandable by ESL students.

6. **The CLIP Program.** GIS collaborates with the Ganado Primary School in providing Collaborative Literacy Intervention Project (CLIP) services to K-5 classrooms and teacher training. CLIP is a reading acceleration program that assists children in daily individual lessons to accelerate to grade level competence in reading. Children are served during the school day and in an after-school program. The CLIP trainer is a GIS Reading Specialist who serves both the Primary and the Intermediate schools. CLIP is the major component in the literacy improvement project and is funded through Title I.

The project was started with an emphasis on literacy in a broad sense, meaning reading skills, writing skills, communication skills, and increasing greatly the number of books students read. The teachers knew from previous experience that the amount of reading students did outside of school was very low, and that one of the things they needed to improve most was the practice of reading. They analyzed State standards assessment data, district writing assessment data, and data on the number of books read each year in school year 1993-96. The processing and analysis of data were done by the former Principal, Ms Susan Stropko, the Quality Schools Specialist, Ms Lucinda Swedberg and the former Assessment and Evaluation Specialist, Ms. Amy Leslie.

Books

Data on books read by students are maintained and reported by teachers. Teachers keep verification slips signed by parents or themselves to document the books read. Students are credited by one book read or for book equivalents. Book equivalents are defined as follows:

	Third Grade	Fourth Grade	Fifth Grade
Books	1	1	1
or			
Pages	15	20	30
or			
Minutes	15	20	30

Teachers report student counts to the Quality Schools Specialist. The Specialist generates school totals by grade level and by classroom, and creates certificates of award. The Reading Specialist processes awards, which are books for the children to take home and keep. A total of 764 certificates were distributed and 792 books were given as awards during the first test year. The total number of books has increased every year since then (see table). The Native American Scholarship Fund grant paid for the books.

Writing

The assessments are administered within a structured schedule and process and are monitored by teachers, peers, the principal and the Assessment/Evaluation Specialist. Teachers score the writing "round table" in a group setting. The principal and the Assessment Specialist participate in and monitor scoring. Attention is given to assuring inter-rater reliability. Scores are spot-checked by the Assessment Specialist. The Quality Schools Specialist verifies the data. The principal and the Assessment Specialist review the data and complete a second analysis. The Quality School Specialist produces charts and graphs. The Assessment Specialist produces reports for the district and the State Department of Education.

Parents are involved in the school through the At-Home Reading, CLIP, and Outreach programs. In the At-Home project, parents read with children and sign a chart to verify what the child reads. In the CLIP program, the teachers work closely with the parents for home-school collaboration. In the Outreach program, teachers personally invite parents to special showcase events in the classroom. The principal personally invites parents to the Principal's Awards celebrations.

The school's goal from the beginning has been to be recognized as an exemplary school and an exemplary learning program. It has achieved that goal and some others as well. The school was invited by the Northern Arizona Writing Project to present its work at the international conference of the National Council of Teachers of English in Heidelburg, Germany in August of 1996. The school was invited to participate as one of only four schools in the nation in the first year of a proposed Bread Loaf/Annenberg Foundation project for rural school reform. The school's goal is to become recognized nationally and internationally as a leading school It has been recognized since 1996 as an Exemplary Program in Indian Education (EPIE).

The entire project can be replicated if it meets the needs of another school. Each project component is effective in Ganado Intermediate School, and could be effective in other schools. Components can be modified to fit other schools. The school cautions against simply "importing" a package into an environment where it might not fit all needs and personnel. Instead, they recommend following a process to develop commitment from all staff toward common goals and practices. The process is what works, and the resulting projects would be customized to their populations. The project is not specific to anyone, but instead evolves from the interests, the energies, and the commitments of the people involved.

Chart 12

Ganado Intermediate School Third Grade Reading Achievement

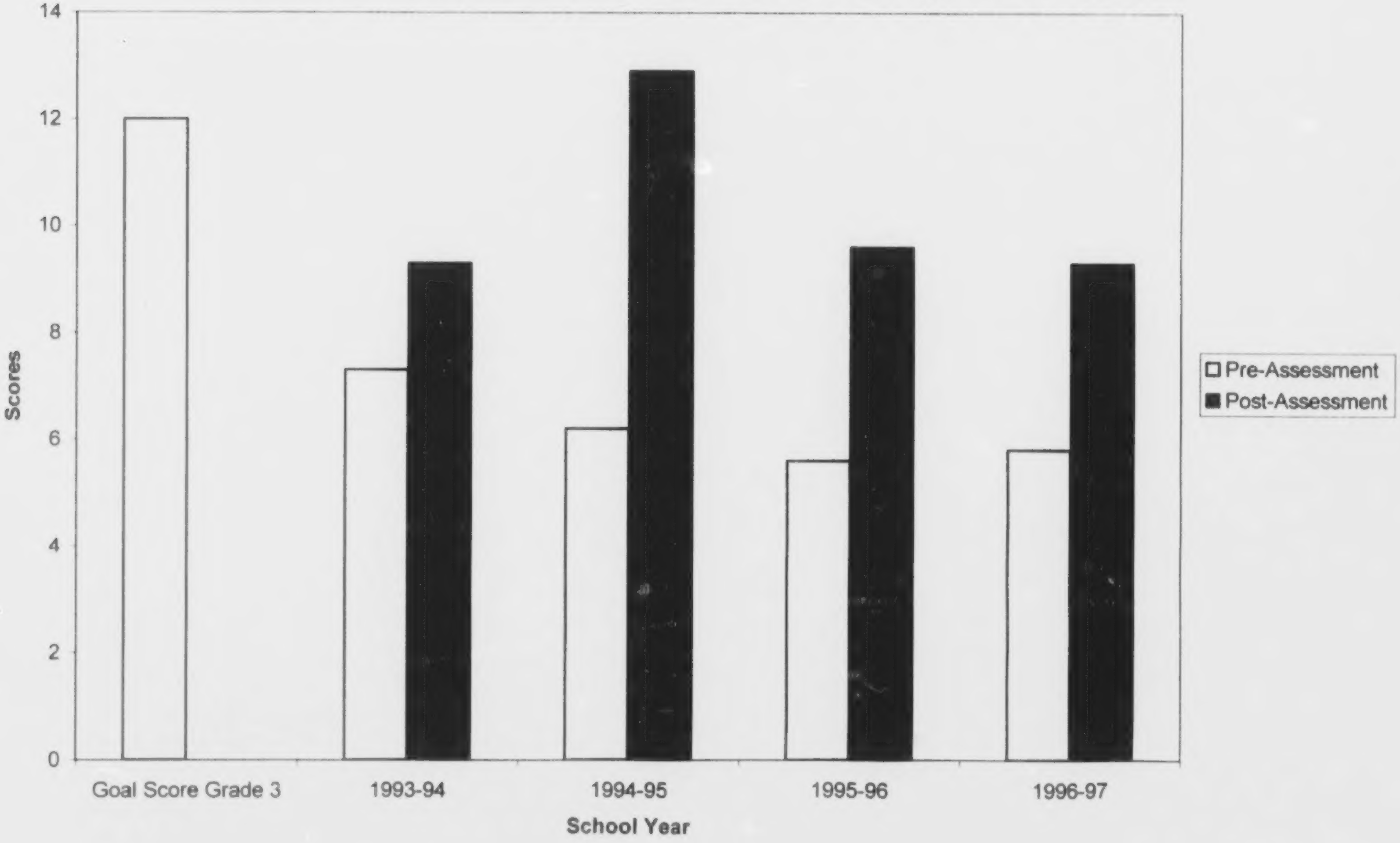
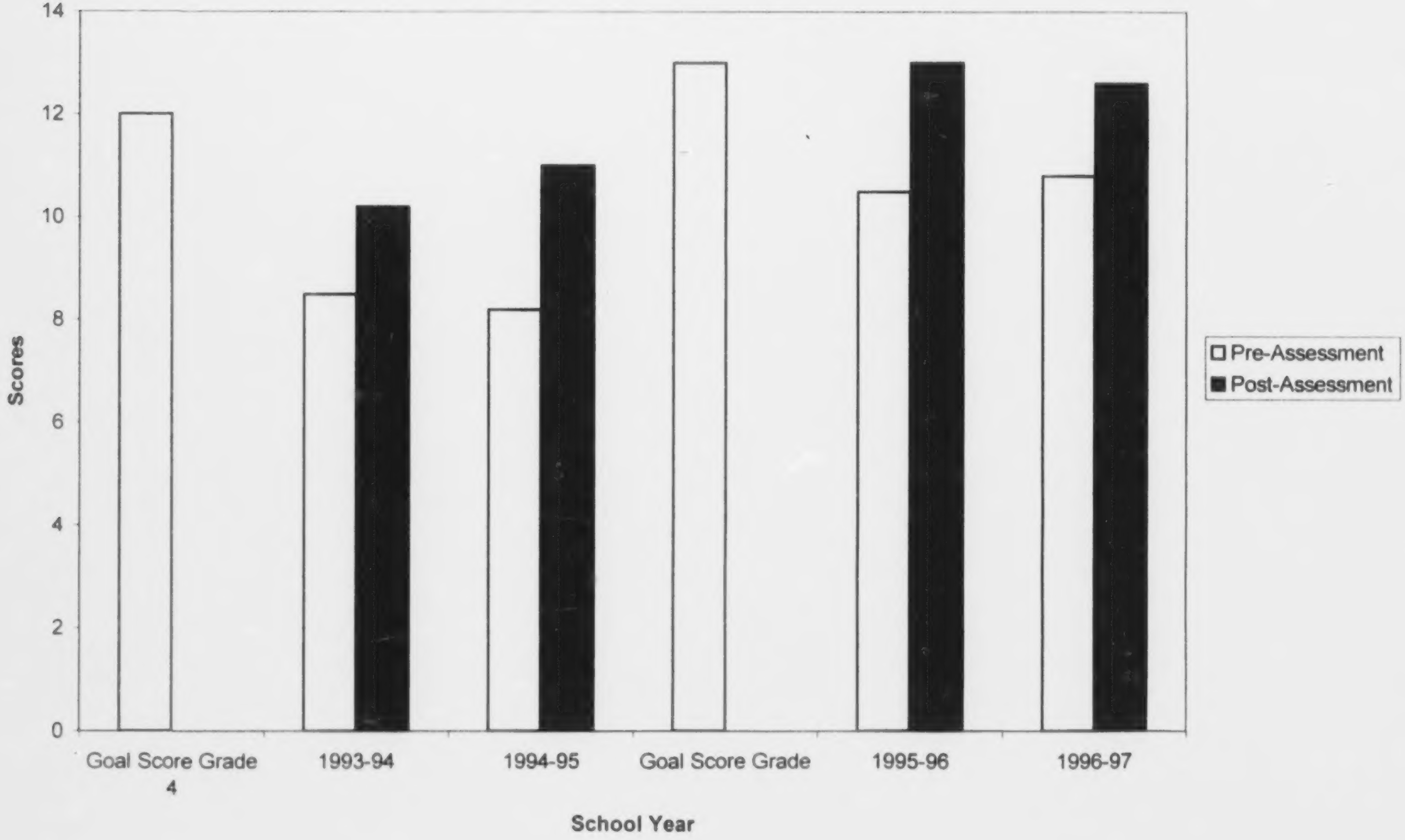


Chart 13

Ganado Intermediate School Fourth Grade Reading Achievement



ADULT EDUCATION PROGRAM
MISSISSIPPI BAND OF CHOCTAW

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Title of contact	Director
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The Choctaw Adult Education Program has been in existence since 1972. The program has had 100 or more personnel work in the program since that time. Paraprofessionals are hired with either a high school diploma or a GED certificate. A program called a career ladder was set up for paraprofessionals to work toward a Bachelor of Science degree in education. Eventually the paraprofessionals became instructors as positions were vacated. Instructors or directors were hired based on having a BA, BS, or Master's degree.

In 1971 a demographic study was conducted to determine the needs of the Choctaw people. In this study it was found that many adult Choctaws had no marketable skills, and no basic reading and computational skills. The Choctaw Tribal Council saw a need to improve the educational level of the tribe. Since 1972, the Tribal Council has been fully supportive of tribal educational endeavors.

Adult education has been a priority of the Mississippi Band of Choctaw Indians since the early 1970s. In 1975, the Tribe received a Title V Indian Education Act grant that enabled them to develop and implement an Adult Education program. The program includes GED preparation, career development, consumer education, and basic computer instruction. When_federal grant funding ran out in 1996, the Tribe began to support the program from its own funds.

In 1972 the Tribal Council began its adult education classes in seven communities. Prior to starting classes, instructors and paraprofessionals made home visits to recruit students. The GED program has produced over 600 graduates since 1972. The high school dropout rate has declined with the initiation of the intervention program. The Adult Education Program is designed to serve adults who are 18 years of age or older. The program is currently serving a much younger population than the initial groups educated in 1972. During the past 27 years, far more Choctaws have been offered the opportunity to earn their GED, or simply to improve their education, than ever before. This has been offered to them at no cost and with convenient scheduling.

All program staff members are Choctaw tribal members. They are all fluent in the Choctaw language. This has enabled the program to offer instruction that is largely bilingual in nature. Staff members have proved their dedication through day and night availability, and by demonstrating their skills as social workers and counselors as they assist the adult students in many difficult personal situations. The instructors are not only teachers but are role models and friends for their students.

Building locations for classes are provided by the Tribe. The project uses funds from the Bureau of Indian Affairs for English language instruction, driver education, and adult basic education. Further services come from the Choctaw Tribe at no cost, and allow the program to run smoothly.

The 23 classes per week the program offers draw approximately 300 adults from the eight Choctaw communities in the Philadelphia area. Additional support for the students includes transportation, some childcare, and recruitment and retention programs. The staff also provides counseling services.

The Adult Education Program has been essential to the economic development of the Choctaw Tribe. The development of a manufacturing plant to provide wire harnesses for General Motors cars, which happened 20 years ago, gave the Tribe a huge economic boost. Before this plant went in, unemployment on the reservation was very high—over 35%. After the plant and several additional enterprises including a golf course and the Silver Star Casino were developed, the unemployment rate has been reduced to below 10%.

The tribal enterprises needed skilled and educated workers. The Adult Education Program has done a great deal to help supply these workers from among tribal members.

The program started as a low-technology operation. It began with workbooks, pencils, and paper. The classes were conducted in school buildings, in tribal facilities, and in trailers. The program changed with advances in technology in order to create a better learning environment. The program now has a computer lab at the Pearl River community and one or two computers in each outlying community. The classrooms are structured to accommodate learning style differences and are grouped in levels 1, 2, and 3. Basic computer instruction includes software instruction.

Adult students are offered classes at several different locations with two evening sessions and one day session. In larger communities classes meet two to three times weekly. Day trips are scheduled to allow for field experience. Resource speakers and workshops are utilized for the consumer education and career development units. Many times, students who have completed the program return to attend further classes in order to improve or maintain their skills.

Tests used with students include the Gray-Votaw Rogers series, teacher-made tests developed by evaluators, TABE tests and CASAS. The TABE test has been found to be the most effective indicator of assessing the strengths and weaknesses of students. Students are tested upon entry with the TABE, and are also tested on a regular basis to determine the amount of progress they have made.

Data are collected through teacher assessments of individual students, by analysis of test scores on the TABE tests by adult Choctaw students, by participant reaction to the program, and through an informal survey of tribal leaders in each community.

The success of the project is measured in several ways. Teachers keep records of the number of individuals working toward particular goals. Teachers assess student progress toward these goals. Teachers measure performance on teacher-developed tests and GED practice tests, and assess student performance on the TABE (a test of two to three hours to determine grade-level placement of students).

The program has won several awards. It was selected as a Showcase Project in October 1990 by the Office of Indian Education in the U. S. Department of Education. The program has also been selected several times as a showcase project for the National Association for Public Continuing and Adult Education. It was also featured in the publication "Promising Programs in Native Education" published by the Regional Educational Laboratory Network.

Over the years we have developed good relationships with different tribal programs to aid in staff development or for information purposes. The program believes in networking with different entities in order to educate the students on the services available to them, and how they can access these programs.

TOTAL QUALITY MANAGEMENT PROGRAM

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Mount Edgecumbe High School is a state-run boarding school for Alaska Native students. Prior to 1984, it was a Bureau of Indian Affairs (BIA) school. However, when all BIA schools in Alaska were terminated, Mount Edgecumbe was turned over to the State of Alaska to operate. It is now a public school. It is officially classified as an "alternative school." The Advisory Board consists of seven members serving staggered terms. The Board meets quarterly and advises the superintendent on school programs and operations. It is made up of Alaska public school board members, alumni representatives, and parents of current students. The Alaska State Board of Education makes the final selection of Advisory Board members.

Students were not motivated to attend the school at first. They had to leave their homes in the villages and spend most of the school year in dormitories. They saw their parents only on holidays or on the rare occasions when parents could afford to fly in from their outlying villages. For many of them, flying or boats is the only means of transportation from and to their villages.

The school accepts students from every community in Alaska. Most come from communities with high schools enrolling fewer than 50 students, and 80% of students are Alaska Natives. Student enrollment is about 300 each year. These students are mainly from the Tlingit, Haida, Tsimpshean, Eskimo, and Aleut tribes. The students are from villages that are too small to maintain a school for their students. A small part of the student population is from the cities and are the children of "immigrants" from the lower 48 states.

Seventy-five percent of Mount Edgecumbe graduates go on to four-year colleges or other postsecondary institutions. Since it first opened in 1947, over 10,000 Alaskans have passed through Mount Edgecumbe's doors.

The philosophy of the school is based on the Total Quality Management (TQM) concepts of W. Edwards Deming. The first superintendent after the school was turned over to the state, Mr. Larrae Rocheleau, believed that these students should be entrepreneurs who would return to their villages after they completed their education, and there make a difference in the lives of the villagers.

Since the state of Alaska is a member of the Pacific Rim countries, the State Board of Education and the Superintendent decided that all students would learn either Chinese or Japanese. The school's courses in entrepreneurism helps students to understand their relationship to the Pacific Rim and how their villages can participate in and enjoy the benefits of trading with Asian partners.

After developing the school along these lines for three years, the achievement of students began to flatten out. The excitement of the first three years was in learning new ways of doing things and of educating students. However, in the fourth year the novelty had worn off. It was then that a faculty member, Mr. David Langford, visited Gilbert High School in Phoenix. Gilbert High had implemented TQM in its curriculum, and Mr. Langford was impressed with what he saw.

He began to learn all he could about TQM. He read all the published material he could find. He talked with executives at companies that had implemented TQM. He quizzed experts on TQM. He finally persuaded the superintendent to attend a TQM seminar with him. Both came back to the school convinced that TQM could put the school on the right track.

Mr. Langford first introduced TQM to the school in his class "Continuous Improvement." Students in the class helped him develop workbooks on statistics for high school students. They also used the statistical methods themselves to assess their own habits.

Mr. Langford observed that the students were not motivated. They were at the school because they had been sent by someone—a parent, a state official, a truant officer—and not because they had chosen the school as an option for themselves. Mr. Langford experimented with the delivery of the classroom materials, spending several weeks at the beginning of the class defining with students such questions as "Why are we here?," "What do we want to get out of this course?" and "What are the barriers to success?" The general question they addressed was "What does it mean to do this course with quality?"

This prolonged discussion and goal setting caused the students to change their attitudes. Students began to set their own objectives, not just in the class but in the rest of their schoolwork and in their life planning. Students then attacked the rest of the semester with vigor.

The explicit discussion of quality made a tremendous difference with students. Students reported later that before this prolonged discussion in class they just did what they were told. Afterward, they conveyed their experience in the Langford class to other students and the rest of the school. They became the "shock troops" to bring TQM to the rest of the school. Some of the other teachers began to use the methods in their classes. By the end of the 1980's the whole school was implementing TQM.

The main thrust of the Deming philosophy is that to be fully effective workers have to know **why** they are doing the work. Not only that, they ideally will set their own **goals** in support of the success of the enterprise. The purpose has to remain constant, only changing slowly over time. In the short run, the purpose does not change at all. The purpose must capture the emotions of the workers; their hearts and minds must be captured by the importance of the work.

Thus at Mount Edgecumbe teachers and students spent a lot of time discussing the purposes of the school, the purposes of education, how students would use what they learned after they left the school, what the school's offerings would mean to them and their families back home. Once the purposes were understood, the students were eager to work, to learn, to study, and to implement quality in everything they did.

After part of the first year had passed, the administration and faculty realized that they had missed a large part of the staff on campus. The dorm matrons, the food service staff, the office staff, and the maintenance workers had been left out of the discussions the first year. They were eager to be included, so during the second year all staff members at the school were involved in implementing quality throughout all the operations of the school—classrooms, maintenance, food service, transportation, office administration, curriculum, counseling, and career development.

The purposes of the school were not developed by the administration, the teaching staff, or the school board. Instead, they were developed in the classrooms by the students and the teachers working together. Not only did the students define the purposes, they also re-defined the methods Dr. Deming had developed as a U. S. citizen helping the Japanese recover from the devastating effects of World War II. (See both the Mission Statement and the Modified Deming Principles at the end of this report.)

The principles of Dr. Deming are now implemented on a daily basis by the students and the teachers. Reports have to be excellent in spelling, style, content, grammar, and subject matter. The students do not accept second-rate work from themselves and others: banners everywhere proclaim "No excuses." Students use computers for most homework assignments. They use hypercards to outline materials. They learn speed typing in the first computer course. They learn word processing, spread sheets, graphics programs, and desktop publishing on computers. They prepare budgets for themselves as young adults right out of high school or college, preparing themselves for the world of bill paying, tax paying, income planning, interest rates, inflation, and mortgage payments.

The most amazing fact about Mount Edgecumbe, says Mr. Tribus in a report dated 1990, is that it is the **only school anywhere** that has completely implemented TQM in it entire array of programs. Considering the success Mount Edgecumbe has had, other schools should definitely look into implementing this approach.

The outcomes for the school have been amazing. Behavior problems have all but vanished. Teacher turnover has been reduced to below 5% per year. Student dropout rates are below 5%. Over 80% of the students go on to college or vocational school. Tardies have been virtually eliminated. For students who do not go on to college or join the military, unemployment is only about 2%.

The school has 200 computers for 285 students, or one computer for every 1.4 students. The computers have the latest technology—laser disks, Power Point, science equipment, multimedia software, and video and snapshot cameras. Students attend four classes per day of 90 minutes each, not the usual 50 minute class block. This way they have time to develop learning in depth before they have to change classes. All students are trained in library technology. All students have study times every day. Computer labs are open at night to all students; an average of 45 students per night use them. The library and the science facility are also open at night to students.

All students have assigned homework of 15 hours a week. In addition, they study on their own for another 10 to 15 hours each week. All students are taught long range planning and flow charting to use with their schoolwork and later in life. Students attend Saturday schools on current issues. Students get training in quality processes. Students take responsibility for discipline among themselves through monitoring and peer pressure.

Teachers are given one week of training on TQM every year. They are also taught to write grant proposals. Much of the state-of-the-art computer equipment has come from grants that were funded. All teachers can use the computers. All teachers get one and a half hours of training every week in quality processes.

The school has had a number of articles written about it. The Northwest Education Lab published a major article about how TQM had transformed the school. PBS, CCM, and Teacher TV have made films or documentaries about Mount Edgecumbe. The school is well known in the larger TQM "community" as the only school that has implemented TQM and made it work at a phenomenal level. Materials about and from Mount Edgecumbe have been featured prominently at TQM conferences.

Faculty members are not rated by an annual performance report since such rankings are highly destructive of morale.

REFERENCES

Tribus, Myron, "The Application of Quality Management Principles in Education, at Mt. Edgecumbe High School, Sitka, Alaska." November 1990, unpublished ms.

Table 14

MISSION STATEMENT

Mt. Edgecumbe High School is a paradigm shift in philosophy to the usual high school program. Each curricular area offers innovative teaching methods that not only enhance opportunities for Mt. Edgecumbe High School students, but serve as models for other high schools.

Mt. Edgecumbe High School provides new and important education opportunities for Alaskan students. The school places high expectations upon students, administrators, and staff. Program and curriculum are based upon a conviction that students have a great and often unrealized potential. The school prepares students to make the transition to adulthood helping them to determine what they want to do and develop the skills and the self-confidence to accomplish their goals.

Mt. Edgecumbe High School students are required to pursue rigorous academic programs that encourage students to work at their highest levels. Administrators, teachers, and other staff are required to keep current on educational advances and to initiate innovative, challenging, and stimulating classroom programs and activities.

Teachers and staff analyze issues to anticipate future social and economic needs of Alaska, such as Alaska's economic position among the Pacific Rim nations, and to integrate an educational approach to these issues into the curriculum. A strong curriculum in English, social studies, mathematics, science/marine science, computers/business, career exploration, Asian languages, and physical education is provided.

Special emphasis is placed on the study of both historical and contemporary topics specific to Alaska. Study of the history, culture, and languages of the Pacific Rim are a major curricular area and to the extent possible Pacific Rim studies are applied across the curriculum.

Vocational education is stressed through entrepreneurship and work study. Cottage industries are run by students. Traditional vocational education is offered on a limited basis.

Opportunities for leadership, public service, and entrepreneurship are integrated into the program, both during and after regular school hours. The school prepares students for the academic demands of being away from home and managing time effectively. Some students are selected for admission who are having a difficult time with their local environment. Staff work with available resources to help these students become productive citizens.

Mt. Edgecumbe High School as a boarding school offers students a wide range of support activities in both academic and residential programs, to assure the success of all students. To facilitate personal growth and decision making skills, each student is assisted, guided, and challenged to make choices about future academic or technical schooling and alternative methods of making a living. Students are respected for their cultural background and diversity. Students and teachers are encouraged and expected to offer insights to increase the effectiveness of the school.

Table 15

MOUNT EDGECUMBE HIGH SCHOOL

MODIFIED DEMING PRINCIPLES

The following modification of Deming's 14 points was prepared by David Langford's class "Continuous Improvement."

1 **Create constancy of purpose** toward improvement of students and service. Aim to create the best quality students capable of improving all forms of processes and entering meaningful positions in society.

2 **Adopt the new philosophy.** Educational management must awaken to the challenge, must learn their responsibilities, and take on leadership for change.

3 **Work to abolish grading** and the harmful effects of rating people.

4 **Cease dependence on testing** to improve quality. Eliminate the need for inspections on a mass basis (standardized achievement tests, minimum graduation exams, etc.) by providing learning experiences which create quality performance.

5 **Work with the educational institutions from which students come.** Minimize total cost of education by improving the relationship with student sources and helping to improve the quality of students coming into your system. A single source of students coming into a system such as junior high students moving into a high school is an opportunity to build long term relationships of loyalty and trust for the benefit of students.

6 **Improve constantly and forever the system of student improvement and service,** to improve quality and productivity.

7 **Institute education and training on the job** for students, teachers, classified staff, and administrators.

8 **Institute leadership.** The aim of supervision should be to help people use machines, gadgets and materials to do a better job,

9 **Drive out fear,** so that everyone may work effectively for the school system. Create an environment which encourages people to speak freely.

10 **Break down barriers between departments.** People in teaching, special education, accounting, food service, administration, curriculum development and research, etc., must work as a team. Develop strategies for increasing the cooperation among groups and individual people.

11 **Eliminate slogans, exhortations, and targets** for teachers and students asking for perfect performance and new levels of productivity. Exhortations create adversarial relationships. The bulk of the causes of low quality and low productivity belong to the system and thus lie beyond the control of teachers and students.

12 **Eliminate work standards** (quotas) on teachers and students, (e. g., raise test scores by 10%, and lower dropouts by 15%). Substitute leadership.

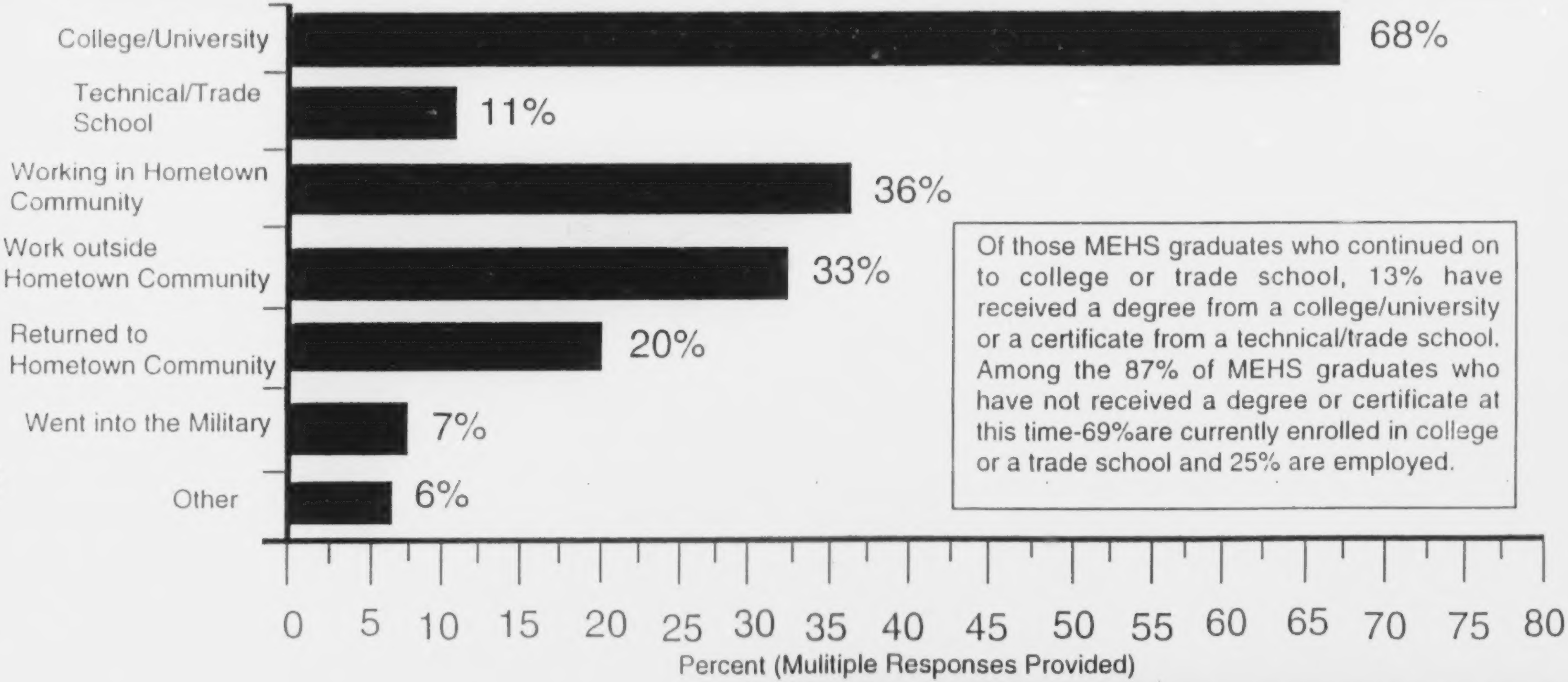
13 **Remove barriers that rob the students, teachers, and management (principals, superintendents, and central office support staff) of their right to pride and joy of workmanship.** This means, inter alia, abolition of the annual or merit rating and of management by objectives. The responsibility of all educational managers must be changed from quantity to quality.

14 **Institute a vigorous program of education and self-improvement for everyone.**

15 **Put everybody in the school to work to accomplish the transformation.** The transformation is everybody's job.

Mt. Edgecumbe High School
Graduating Follow-up Survey

What MEHS Students Have Done Since Graduation

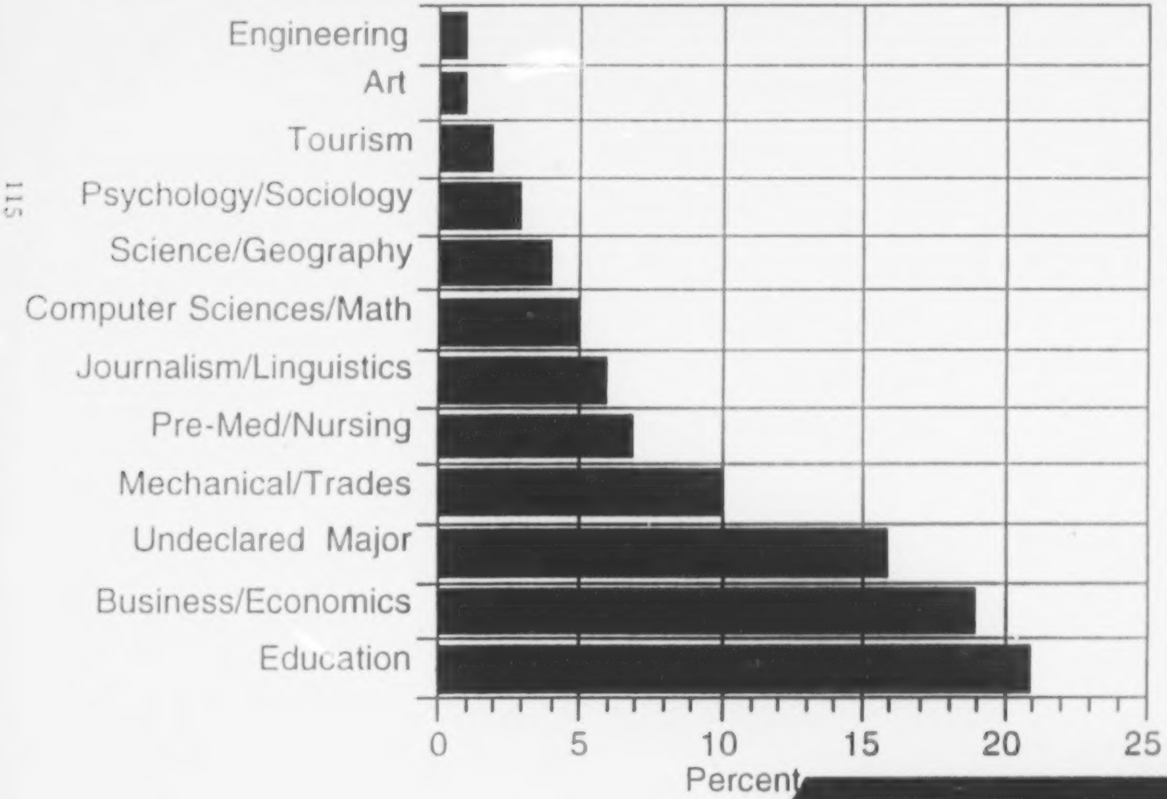


Of those MEHS graduates who continued on to college or trade school, 13% have received a degree from a college/university or a certificate from a technical/trade school. Among the 87% of MEHS graduates who have not received a degree or certificate at this time-69%are currently enrolled in college or a trade school and 25% are employed.

Research Source:McDowell Group, 1993

Mt. Edgecumbe High School
Graduate Follow-up Survey

Major Field Of Study Selected by MEHS Graduates



MEHS Graduates chose Education most often as a major field of study followed by Business and Economics.

Research Source: McDowell Group, 1993

COLLEGE PREPARATORY PROGRAM

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The Navajo Preparatory School is a successor to the Navajo Methodist Mission School and the Navajo Academy. The Mission School was founded in Farmington NM in 1912 and operated until the 1980s. For several years the Navajo Academy, a collaboration of the Navajo Nation and the Methodist Church, operated at the same site after the mission was proposed for closing.

The Navajo Tribal Council had actually started the Navajo Academy in Ganado, Arizona in 1976. Within two years, however, the Academy and the Mission School, realizing they shared many of the same goals, merged on the campus in Farmington. This entity was called the Navajo Mission Academy. Within a few years the word "Mission" was dropped from the school's name and it became the Navajo Academy.

Unfortunately, the Navajo Academy announced in July, 1991 that it was closing. Realizing the import-ance of maintaining the only Navajo college prep school in existence, the Navajo Nation Council quickly voted to establish Navajo Preparatory School on the same site. The Nation bought the property from the Methodist Church, and two months later Navajo Prep opened its doors to 160 Native American youth.

In 1995 the Navajo Nation purchased the entire campus from the Methodist Mission. The board is now made up of the leading representatives of the Navajo Nation. The Board of Directors is appointed by the Navajo Nation Council.

According to Navajo culture, beauty and happiness are found when harmony is achieved in the universe. This balance is the basis of many Navajo traditions, and is one of the guiding forces of Navajo Prep School.

The mission statement reads:

The mission of the school is to educate talented and motivated college-bound Navajo and other Native American youth who have the potential to succeed in higher education and become leaders in their respective communities. The school provides a rigorous academic program based on a strong foundation of Navajo philosophy supported by a residential environment that enhances individuality and independence. This mission is reflected in the School's motto, "Yisdeeskaagoo Naat'aanii—Leading into the Future."

Ms. Betty Ojaye served as the Director of the school from 1991 to 1997. She is now Director of Campus Development. Mr. Sonny Franklin is the current Director. Ms. Tina John is the Counselor responsible for helping Native students prepare for, apply to, be accepted at, enroll, and succeed in college.

In looking to the future, the school offers students a challenging, innovative curriculum in science, math, computers, and other traditional academic subjects. In harmony with the past, it steeps the youth in a deep appreciation of the Navajo language, history, and culture. Armed with this impressive balanced education, its students are graduated with the skills to succeed in college. They also have a deep understanding of the world around them. They are expected to become leaders of their people and role models for future generations.

The school is funded mainly by tribal funds, through federal funds under Public Law 93-638 (the Indian Self- Determination Act), federal funds under Public Law 100-297, by parent payments, and by donations from individuals. Parents pay $400 to $500 per year to support the School.

The 82-acre campus is located on the northeast corner of the huge Navajo reservation. Students are picked up at home on Sunday afternoon and evening and brought to the school, where they reside in dormitories during the week. At the end of classes on Friday afternoon, buses take them back home for the weekend. The buses travel a route of 1,500 miles each weekend throughout the Navajo Nation.

Fewer than half the qualified applicants are admitted to the School each year. However, a major building project launched in 1999 will expand the capacity of the school to over 300 students. When completed, the building project will include four new dorms that will hold 32 students each. Each dorm will have an entry way built in the shape of the traditional Navajo home, or hogan. Each entryway will be facing the east in conformity with the Navajo tradition of having the main entry way of houses facing the east.

The building project will also include a new student center, a fine arts center and theatre, a transportation facility, and student housing. The total cost will be $40 million. Also included are the rehabilitation of several historic buildings on the campus.

The goal of the School is to have graduates return to the Navajo Nation as teachers, administrators, engineers, physicists, lawyers, surgeons, and business and tribal leaders. Recent graduates are attending Stanford University, Indiana University, the University of Utah, Arizona State University, the University of New Mexico, Fort Lewis College, and numerous community colleges.

In FY 1998, 100% of graduating seniors attended college the following fall. In FY 1999, 98% of graduating seniors were enrolled in college in the fall of 1999.

MESBEC SCHOLARSHIP PROGRAM

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The Native American Scholarship Fund, Inc. was founded by six Indian educators in 1986 to help provide tribes with educated Indian people in the professions critical to the survival of Indian tribes. The founding members were Dr. Dean Chavers, Ms. Patricia Locke, Mr. James Lujan, Ms. Jodie Palmer, Mr. Bill Schaaf, and Ms. Gerri Parker. The current board members are Ms. Rosa Winfree, Mr. Darrell Jeanotte, Ms. Jodie Palmer, Ms Lindsay Wagner, and Dr. Dean Chavers.

The initial mission of NASF was locating high-potential Indian students in math, science, and engineering, and making sure they entered college and graduated. After three years, however, the Board of Directors decided that a second mission had to be added. This second mission is to help Indian schools improve and provide college preparation to their students which **prepares them fully** for college.

We learned that **none** of the 35 Indian high schools where we recruited in 1990-91 had any scholarship directories in their libraries. This was the clearest indication of the non-college-prep nature of these high schools. The number of high school graduates who went on to college was low. The percentage of these students who dropped out of college and never earned a degree was very high.

One offshoot of learning these facts was collection of national data on the condition of Indian education. Some of the things we have learned from collection of data or from data collected from other sources are the following:

- **Only 50% of Indian high school students are graduated.** The national range is from only 10% completing high school to 75% completing. South Dakota, for instance, has a dropout rate exceeding 75%. San Diego County and the area around Phoenix, Arizona have dropout rates from 80% to 90%.
- **Test scores for Indian students are very low.** The typical Indian school has seniors testing not at the twelfth grade level, but at the sixth to ninth grade level. Test scores for Indian students typically put them at the 15th to the 20th percentile. While there are a few individual Indian students scoring at or above the national norms, their numbers are very small.
- **Only 17% of Indian high school graduates enroll in college.** The comparable rate for all high school graduates in the U. S. is 67%. Thus the college enrollment rate of all high school graduates in the U. S. is 394% higher than the enrollment rate of Indian high school graduates.
- **The total number of Indian college students is below 50% of parity with all college students.** While there was a huge growth in the number and percentage of Indian college students between 1968 and 1985 (see Table 18), the total in 1999 is only 45% of parity. *
- **Most Indian students who enroll in college enroll at two-year community colleges.** The percentage of Indians at two-year colleges is nearly 70%, much higher than the rate for all U. S. students.

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* The data from the National Center for Education Statistics show the total for Indians in college as 133,000 students. However, these students are self-identified as Indians, and many are not enrolled with any tribe. We conclude that the data on Indians from NCES are inflated by about 100%.

- **Very few Indian students enroll or are accepted at the top colleges in the U. S.** Indians are very weakly represented in the Ivy League and top regional universities. Fewer than 2% of American Indian college students enroll in the top U. S. universities and colleges.
- **Few Indian students enroll in math science, and engineering.** Only 3% of all Indian college students major in these three fields. At the same time, these three fields are critical to Indian tribes. In contrast, 60% of all Indian college graduates have majors in education.
- **The dropout rate for Indian college students is very high.** The college dropout rate for American Indians is between 80% and 85% (see Chart 19). A few institutions have rates below 20%, but the vast majority of colleges have rates above 70%. The colleges with the low rates tend to have low total Indian enrollments of only a few dozen Indian students; the ones with the high rates tend to have totals of 800 to 2,000 Indian students.
- **Few Indian students are taking a full college prep curriculum in college.** Indian students who are fully prepared for college tend to succeed at a high rate, over 80%. Students who are ill prepared tend to drop out at rates above 80%.
- **Few colleges are ready to do an excellent job with Indian students.** Colleges assume that Indian students will "make it under the same terms and conditions as all other students," as former Stanford President Richard Lyman stated in 1971. The huge dropout rates prove the fallacy of this philosophy. Programs for Indian students need to be comprehensive, integrated, and culturally sensitive for students to succeed.
- **Indian students are not doing the extracurricular things they need to do to prepare for college.** Such things as reading books,* attending summer camps, setting clear career goals, applying for private scholar-ships, visiting college campuses, gathering information on colleges, and the like, are now not part of the experience of Indian students. They need to be doing these and other things to be totally ready for college.* (See Chart 20)

The rationale for the establishment of the NASF priorities was a series of meetings of intertribal councils which spelled out the personnel needs of the tribes. Meeting in Rapid City in 1972, the United Sioux tribes stated that they needed Indian graduates in the fields of medicine, science, engineering, law, and agriculture. Meeting in Albuquerque a year later, the All Indian Pueblo Council adopted a similar resolution, as did the Affiliated Tribes of Northwest Indians in the Washington/Oregon/Idaho area. A few years later the new Office of Indian Education in the U. S. Department of Education spelled out its priorities as being math, science, engineering, medicine, law, and education.

The initial priorities of NASF were based on these tribal priorities. The Board decided at its first meeting in the Fall of 1986 to have math, engineering, science (including medicine), business, education, and computers (MESBEC) as the priorities, to meet the highest declared needs of tribes. The Board identified these fields as the critical professions for tribal development and survival.

A few years later, the need for more Indian teachers was spelled out in a second program the Native American Leadership in Education (NALE) program. It is a separate program from the MESBEC program, but uses the same application and other forms. It is intended to identify high-potential paraprofessionals who are working in Indian schools and encourage them to return to college full time to earn degrees and teaching credentials.

In 1998 a third program, also intended to address the huge need for Indian teachers, was launched in five school districts. This is the Native Educator Scholarship (NES) program. It is aimed at school districts which have an Indian teacher development program in place. The NES grants enable the school district to expand the number of people enrolled in the teacher education program. In the future this program may be expanded to tribes, nonprofits, and colleges of teacher education.

At first, in 1986 and 1987, NASF had difficulty finding students who met the criteria. In 1986, the total pool of Indian students admitted to Ivy League colleges was only about 100 a year. Now the pool has been increased to 200 to 300. NASF has always funded the best students it could find, but lost six of the first 50 students it funded. As NASF was able to recruit students earlier in their careers, starting with middle school, NASF is now able to develop a better prepared pool of students. Consequently it has been able to keep the total number of students it is funding increasing every year.

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* NASF found on two different reservations that Indian students are reading on the average less than one book per year outside the classroom.

NASF graduates have earned a wide variety of degrees. The fields and the total students earning degrees as of the Fall of 1999 are:

FIELD/PROFESSION/DEGREE	TOTAL
Medical Professions = 25	
Medical doctor, veterinarian, DO, etc.	14
Medical certificate	4
Nursing, RN, BSN	4
Physical therapy, MS	1
Pharmacy	1
Radiation Therapy	1
Business = 32	
Business, AA, BA, BS	21
Business, MBA/MS	11
Education = 43	
Education, BA, BS	22
Education, MA, MS	16
Education, Ph.D., Ed., D.	5
Social Science, Social Work = 38	
Social work, MSW, MA	12
Social work, BA, BS	2
Psychology, BA	4
Psychology, MA	2
Sociology	3
Anthropology, BA, BS	7
Political Science	6
Criminology, BA	2
Science = 33	
Engineering	12
Biology, BS	11
Biology, MS	1
Geology	1
Science, AS	1
Electronics, AA	1
Chemistry, BS	3
Computer Science, BS	2
Mathematics, BS	1
Humanities = 33	
Law, BS	1
Law, JD	6
Public Administration	3
International Relations, BA, MA	4
Art, Art History, BFA	2
American, Liberal Studies, BA	6
Architecture, BA	2
American Indian Studies, MA	1
Communication, Journalism, BA	5
Film, MFA	1
History	2
	204

The requirements for students are very high. Students must have high grades, high pre-college test scores, demonstrated leadership ability, and show good citizenship. They have to apply for all sources of funds for which they are eligible, including private scholarships. They must write an extensive essay about themselves, their accomplishments, their skills, their abilities, and their potential for the betterment of Indian communities.

Students must submit the following documents to apply:

A. Financial Needs Analysis. Original must be submitted by the applicant's Financial Aid Officer.
B. A copy of the applicant's college cost bulletin (showing the cost of student tuition and fees).
C. A copy of the IRS 1040 Federal Tax Return (student's or parent's) for the previous year.
D. Certificate of Indian Blood (CIB)[Proof of enrollment with a federally recognized, state recognized, or terminated American Indian tribe. CIB must show applicant's **blood quantum**).]
E. Copies of applications and/or responses for other sources of funding.
F. An essay explaining applicant's goals in life, college plans, career plans. One page is insufficient. **Be thorough.**
G. Three letters of recommendation. Writers of LOR must submit letters directly to NASF.
H. Official transcripts: 1) Incoming freshmen must submit final high school transcripts. 2) Undergraduates must submit transcript for previous college work completed. 3) Graduates must submit undergraduate transcript.
I. A copy of standardized test scores (ACT/SAT/GRE/MCAT/LSAT, etc.)
J. DD 214 Form (military personnel).
K. Copy of letter of admission form an accredited university or college, or graduate school and degree program.
L. Processing fee: $10 non-refundable (money orders or personal checks only. No cash please.)
M. Photograph (2" x 3" photo must be of good quality for use in NASF newsletters and/or publications.)

NASF students come from all areas of the nation. They must maintain a 3.0 GPA in college to remain eligible for scholarship funds. Any student who is ¼ or more blood quantum from a federally recognized, state recognized, and terminated tribe is eligible to apply for funds. The current ages of students range from 18 to 62. Students from freshman level in college through post-doctoral study are eligible. Students must attend an accredited college or university in the U. S. Accreditation must be by both the regional accrediting body and the professional association, if applicable.

Student socioeconomic status does not matter. NASF is a merit-based organization. The key element is student excellence in academics, leadership, community service, and service to Indian people.

NASF had funded 448 students through the end of FY 99, and only 30 have dropped out. The dropout rate is thus only 7%. There have been 204 graduates of the Fund so far, and eleven of them have been cum laude, magna cum laude, and summa cum laude graduates. These eleven are:

STUDENT	YEAR	DEGREE/FIELD	OCCUPATION
Kristin Birkenfeld, summa cum laude	1994	BS, Education	Math Teacher, Shawnee, OK
Ryan Birkenfeld, cum laude	1998	BS, Geology	Graduate student, Oklahoma
Jon Cournoyer, cum laude	1997	BFA, Art	Artist, New Mexico
Paul Echohawk, cum laude	1998	JD, Law	Law Clerk, Idaho
Frieda Eng, magna cum laude	1993	BS, Biology	Medical doctor, Washington
Keri Gorman, cum laude	1994	BS, Computer Science	Computer scientist, Chicago
Justin Jacob, cum laude	1998	BS, Mathematics	Math teacher, Wapato, WA
Christina Lee, summa cum laude	1998	BS, Pharmacy	Pharmacist, Oklahoma
Perri McDaniel, cum laude	1997	BS, Business Admin.	Business Specialist, Oregon
Morris Muskett, Crimson Scholar	1999	BS, Civil Engineering	Engineer, AZ
Shane Palmer, summa cum laude	1998	BS, Social science	Teacher, SD

All support for NASF is from private sources. The organization has 11 income streams—donations from individuals, foundation grants, corporation grants, bequests from individuals, corporate matching funds, special events, publication sales, seminars, donations in canister jars, leasing of mailing lists, and consulting/technical assistance work in schools. The first four sources (individuals, foundations, corporations, and bequests from individuals) bring in 85% or more of total income. The last seven sources bring in the rest, with most of them bringing in less than one percent each.

The Fund has 13,000 individual donors, 156 foundations which have given grants, 104 corporations which have given grants, and has received $2.0 million in bequests and wills from 12 individuals.

The current NASF goals are:

1. To increase the number of students on scholarship each year from 180 in FY 98 to 320 by FY 2003.
2. To increase the number of Native high schools with college prep tracks to 35 by FY 2003.
3. To enhance the capacity of the Board to help NASF become nationally recognized.
4. To raise the profile of NASF so that it is recognized the THE National Center for Excellence in Indian Education.
5. To establish an annual income of $2 million by FY 2003 and an endowment of $10 million by FY 2010.
6. To establish a total endowment of $50 million.
7. To have 1,500 students on scholarship each year by 2010.
8. To have an annual income of $5 million by 2010.
9. To have 50 Exemplary programs in operation by 2010.

Board members read and rank all applications. Students are required to identify and apply for **ALL OTHER SOURCES OF FUNDS** for which they are eligible. This includes private scholarships, financial aid, and any other possible source of funds.

Most students can identify from 15 to 45 sources of private scholarships. The actual ranges for the various professions are:

Engineering	35-45
Medicine	25-30
Business	20-25
Science	15-25
Math	10-20
Computers	15-20
Law	10-15
Social sciences	10-15
Education	10-15
Fine arts, humanities	10-15

The Fund has found that these are not the upper limits, but the bottom limits on how many scholarships a student is eligible for. The upper limit is up to 200 per student. Few students, however, have the stamina, the persistence, and the determination to identify and apply to 200 scholarships. Those who do, however, find themselves the subject of two-page articles in national magazines. (See Chart 21)

Students are encouraged to attend the very best university to which they can be admitted. One of the weaknesses of Indian Country is isolation. This social and geographic isolation means that Indian people do not have access to power, money, influence, and economics. It means that Indian reservations have no holding power for cash generated. While a dollar spent in a city generates four to five other dollars, a dollar received on a reservation is typically spent off the reservation and generates almost no additional spending on the reservation. Thus reservations are drained of talent, of natural resources, of money, of power, of influence, and of an economic and business structure. Until these structures are built and rebuilt, Indian people will continue live and operate on the margins of society. Thus NASF students need to have contact with the future leaders of banking, mining, manufacturing, insurance, communication, and other important sectors of the U. S. economy.

The NASF Board feels that an education at the best college will be very meaningful to both students and their tribes for a very long time. The Board's vision is that Indian graduates will be able to access power, money, influence and resources from the centers of power in Boston, Los Angeles, Washington, Chicago, Seattle, and other regional capitals, and use these resources to improve life on reservations for Indian people.

The Fund has three deadlines each year: March 15 for summer school, April 15 for Fall term, and September 15 for Winter quarter or Spring semester. After the board members read and rank the applications, all students from the highest ranked application down are funded--as many as the annual budget will allow.

NASF did not set out initially to try to bring about improvement in Indian schools. But to achieve the first mission of helping several hundred students a year earn degrees from the top U. S. colleges, the Board of Directors felt it was necessary to try to have at least some of them to become pre-college institutions. For instance, none of the 80 schools in Arizona, Utah, New Mexico, Colorado and Oklahoma that we visit on a regular basis offered calculus in its curriculum in 1987. Now about ten of them do—Tuba City, Kayenta, Tohatchi, Chinle, Gallup, Apache, Sanders, Holbrook, Ganado, and Window Rock among those that do.

The NASF goal for students in math is to have as many as possible of them to offer five courses in math—Algebra I, Algebra II, Geometry, Trigonometry, and Calculus. To take all five years, students will either have to take Algebra I in the eighth grade or take two math courses in one year, which is what students in Apache, OK do. These courses are required for students to be admitted to the best engineering and scientific colleges.

Students admitted into engineering colleges without calculus in high school do not do well. One of the NASF students was the first Indian valedictorian of her high school class of 140 students. She went to the University of Arizona for one year, then applied to MIT and was accepted. She wanted to major in engineering, but was afraid her high school preparation was not up to MIT standards. She thought the year at the University of Arizona would prepare her. It did not.

She completed her degree at MIT, and is now working toward an advanced degree. But she could not qualify for or be admitted into the engineering program at MIT. She changed majors and earned a degree in political science. She could not master the calculus course at MIT to the satisfaction of the engineering program. She is carrying on a highly satisfactory life as a school counselor and college graduate, but thinks wistfully of her high school dreams of becoming an engineer. If she had had calculus in high school, she could have either mastered the subject and been totally ready for MIT, or she could have discovered that she was not a fit and should think about another major. To have to delay this decision is too cruel, especially for the highest-achieving Native students.

The NASF is oriented toward reservations. Any Native student in the U. S. is eligible to apply, regardless of whether or not the student lives on a reservation. But the NASF orientation is toward improving economic and social conditions on reservations. There is a quasi-requirement that students have some contact with their tribes and communities, and have some strong links to their tribes and families at home. The stress is on service to Indians. Over 85% of the NASF graduates are working for an Indian school, an Indian tribe, an Indian community organization, an Indian business, an Indian hospital, and the like.

The NASF philosophy is trying to stop the brain drain from reservations which has enriched cities, counties, states, colleges, and private industry for the past 50 years. Since World War II, the BIA has pushed a policy of getting as many Indians living off reservations as possible. Many of these people went through the BIA "relocation" program. Some Indians who relocated to cities became successful as tradesmen, teachers, nurses, secretaries, barbers, and welders. Some of their children have become doctors, lawyers, college professors, engineers, managers, and other professionals. Many of these second generation people have become urbanized, and will never live on their reservations again.

NASF is trying to help develop a new generation of students from reservations who will bring their professional skills back home to the reservations. They will help provide health care, education, building and road construction, business development, architecture, finance, and a host of other services that are now most often missing on Indian reservations.

Some of them will not be able to get jobs in Indian Country right away. The engineers, for instance, may have to spend two to five years working for a major engineering firm before they are ready to go on their own into the job market. Nurses, doctors, and many other professionals have to go through an internship of some sort before they are fully ready to function in their fields. Often this internship or residency must be served off reservations. But when it is over, NASF tries to ensure that most of the graduates will return to their reservations to help develop and improve them.

One of the most important projects NASF has operated to improve Indian schools is the **Exemplary Programs in Indian Education** (EPIE) annual award. This project began in 1991 with an announcement that was mailed to all Indian tribes and Indian schools. These projects can be at the kindergarten, elementary, intermediate, middle school, high school, college, and post-college levels.

NASF is making great progress with this project. In eight years the award has been offered, five winners have been chosen. The first winner was Baboquivari High School at Sells, AZ, which reduced its dropout rate from 42% to 14% in five years. The second winner was Cass Lake Local Indian Education Committee (LIEC), MN, which reduced its dropout rate from 60% to 20% in seven years. The third winner was Monument Valley High School, AZ, which increased its scores for graduating seniors from the ninth grade level to the eleventh grade level in seven years.

The fourth winner was Ganado Primary School, which increased reading levels for its students from below 20 books per year to 75 books per year (and has increased them even higher since winning). The fifth winner was Wellpinit School District, WA, which reduced high school dropouts from 60% to below 5%, improved test scores from below the 20th percentile to above the 40th for all students, and sent over 60% of its graduates on to college.

Over 400 people have inquired about the EPIE Award or applied for it. They constitute the leading edge of the wave of improvement of Indian schools. Not everyone who tries to develop an exemplary program will succeed. But a great many more people are now trying to become exemplary.

The second follow up project to the EPIE Award was to compile a directory of all the exemplary projects NASF could identify in the nation (these projects are described in this book). The first "Exemplary Programs in Indian Education" book in 1993 had descriptions of 12 exemplary projects. The second triennial book in 1996 had 16 such projects—eight continued from the 1993 book (four had been dropped or vanished), and eight new ones. The book has been sold mainly to tribes, colleges, and schools.

The third follow up project is the Exemplary Institute. It was started in 1996 with the sponsorship of an Advisory Committee of five school superintendents on the Navajo reservation. The Advisory Committee has now been expanded to include 21 superintendents from the Four Corners area and from Washington State. Over 200 participants have attended this annual event, which is held every February.

NASF also operates two **grant programs,** both started in 1998. One is the **Native Educator Scholarships** (NES), which gives school districts that are helping Indians earn teaching credentials more money to help them add more people to their program. Five grants were made in FY 99 for a total of $15,000. The program will give a total of $15,000 in grants in FY 2000.

The second is the Reading Award Program (RAP), which gives mini-grants of $1,000 each to schools to encourage Indian students to read more books. This program was tested in the Southwest for seven years until enough funds could be found to launch it on a national basis. Ten grants were made in FY 99, and six of the ten produced outstanding results with their projects. (See "The Native Scholar," the NASF annual report, Fall 1999).

NASF also provides seminar training to improve Indian schools and colleges. The training falls into four categories (see Chart 22). These training seminars are offered to the public from six to 12 times a year, and are conducted onsite for schools, colleges, and tribes.

The development of NASF has proceeded along a path laid out by the Board of Directors in 1987. The goal is to have $5 million a year in income by 2010. The actual income for the past 13 years has been:

FY 87	$ 4,856	
FY 88	21,368	
FY 89	79,218	
FY 90	111,931	
FY 91	260,248	
FY 92	553,000	
FY 93	559,375	
FY 94	399,437	
FY 95	990,737	
FY 96	689,256	
FY 97	555,926	
FY 98	681,424	
FY 99	1,406,875	
	$6,313,651	Total

The NASF policy for students applications is: ALL APPLICANTS MUST APPLY TO ALL SOURCES OF FUNDS FOR WHICH THEY ARE ELIGIBLE BEFORE THEY ARE ELIGIBLE TO APPLY TO NASF.

Private scholarships are very competitive. NASF has found that students who apply diligently to private scholarships can expect to win 15% to 30% of these scholarships, depending on their grades, pre-college test scores, leadership, extracurricular activities, and so on. A student who identifies 20 scholarships and applies to all of them should expect to win three to six scholarships. Students with outstanding test scores, grades, work experience, leadership, and career orientation can expect to win a much higher percentage.

Students with GPAs below 3.0 are lucky to win any scholarships. Students with GPAs above 3.5 and ACT/SAT scores above the 90th percentile should win 15% to 30% of the scholarships for which they apply.

Even students with GPAs below 3.0 should apply, however. NASF had one student with a 2.6 GPA who applied to 15 scholarships, including NASF, and won five of them, or 33%. He had a really strong essay, which made up for some of his weaknesses.

Even after 13 years of trying, however, NASF has not gotten many high school libraries in Indian Country to buy an adequate stock of scholarship directories. Therefore NASF has a policy of paying mileage costs for a student to travel to the nearest city library, county library, state library, and college library to use the library's scholarship directories. Students needing to have their mileage paid, at 30 cents per mile, simply have to request it in writing, telling where they have to travel and how far it is. NASF will then send them a travel voucher. They then return the travel voucher and a copy of their list of scholarships, and are paid by return mail. NASF encourages groups of students to make this travel together.

The minimum NASF scholarship grant amount is $500 per year. The maximum amount is $5,000 per year. Summer school grants are in addition to these amounts.

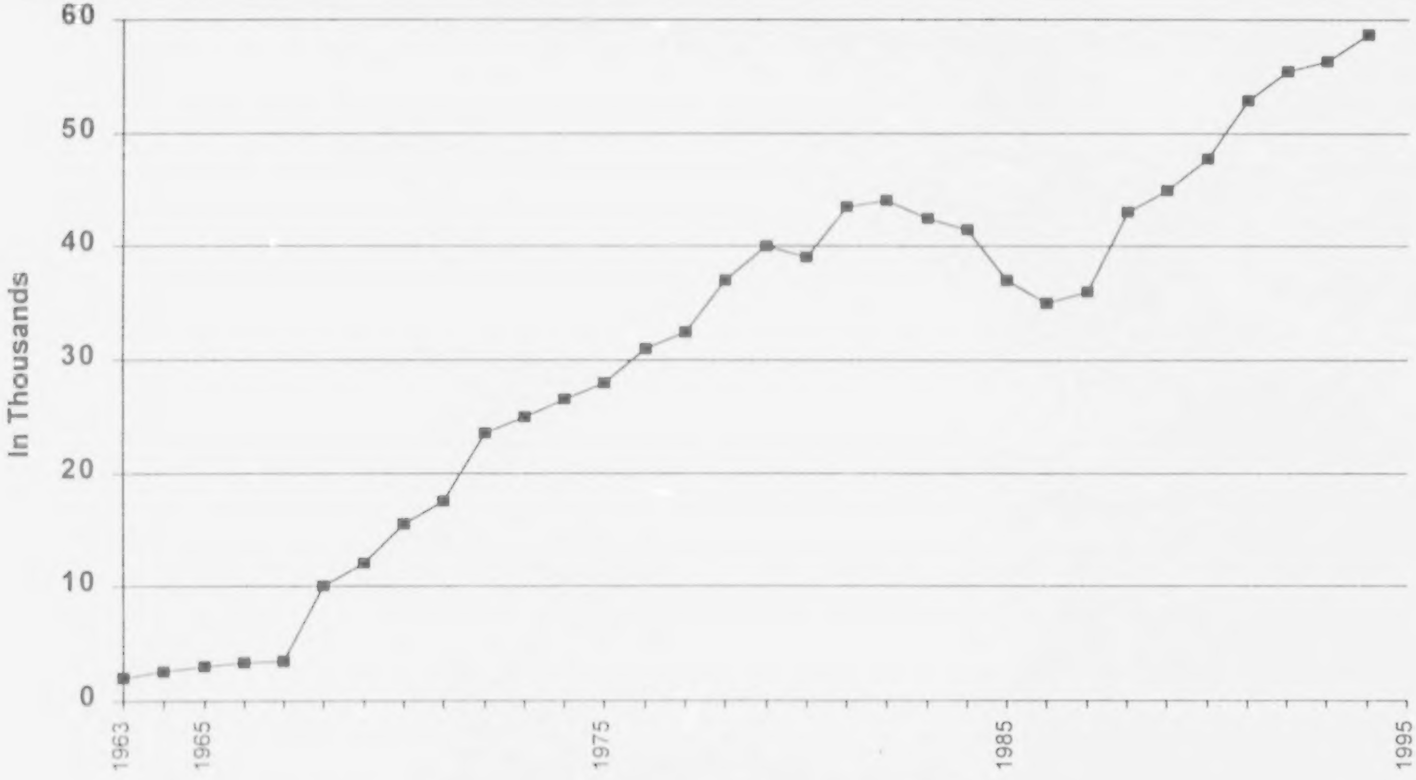
NASF is in the direct mail business. It raises money through the mail. It counsels students through the mail. It sends publicity through the mail. It sells books through the mail. It sells seminars through the mail. It keeps in touch with its "NASF Network" of high school counselors and teachers through the mail. It collects data for surveys through the mail.

Mailing lists are very important to the success of NASF. The organization maintains over 180 different mailing lists on file, in an integrated base in Windows Access/Excel. They are updated on a daily basis. The total number of addresses exceeds 70,000. The lists include all U. S. tribes, all Native American Studies programs on college campuses, all JOM projects, all Indian Education Act projects, all tribal higher education and scholarship offices, and over 3,000 Indian college professors. It is the most comprehensive set of Indian addresses in existence.

NASF is also one of the very few scholarship organizations that gives feedback to students to let them know the status of their application. Students are notified via checklist every time they send in another document. The checklist they are sent shows them every document they are required to submit to complete their application. When NASF has received a document, it is checked off the master sheet in the student's folder, and they are sent an updated copy. Thus an individual student might receive six or more notices as financial aid data, letters of recommendation, transcripts, and other documents are received.

The Fund conducts workshops and staffs exhibit booths at 12 or more of the major Indian education conferences each year. The Fund also sends out numerous press releases, posters, flyers, brochures, and other material each year. NASF has won the Human Rights Award from the City of Albuquerque for its advocacy for Indian education (1996). Dr. Chavers has won the Indian Educator of the Year award from the Charlotte-Mecklenburg Schools, NC (1994).

College Enrollment of Native Americans 1963-1994



Sources: Judith E. Fries, *The American Indian in Higher Education, 1975–76 to 1984–85*, 1987; Bureau of Indian Affairs, *Statistics Concerning Indian Education*, 1985; USED Department National Center for Education Statistics, *Digest of Education Statistics*, 1996.

NATIVE AMERICAN SCHOLARSHIP FUND, INC.

"Education is the seed that provides spiritual and individual growth."

2/95

COLLEGE DROPOUT RATES

American Indians

A NONPROFIT ORGANIZATION

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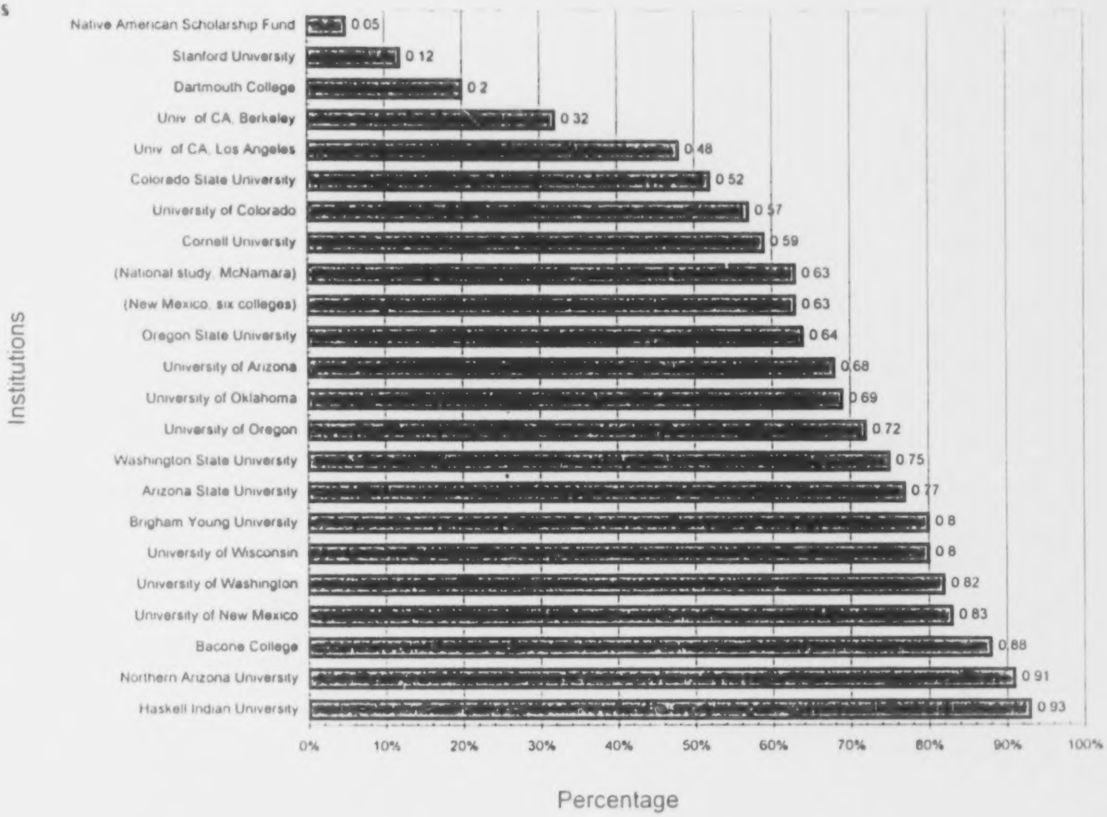

Sources: Chronicle of Higher Education, June, 1993; Blackman, Dr. Earl, et alia, "A Framework for the Recruitment and Retention of Students Attending Northern Arizona University;" Beaudin, John, "Figures Shock UW University Advocates," Lakota Times, April 8, 1992; Chavers, Dr. Dean, "The Feasibility of an Indian University at Bacone College, " 1979, the College; Tyler, Lyman S., quoted in Chavers, 1979; Larimore James, Letter, December 29, 1993; McNamara, Dr. Patricia, "American Indians in Higher Education: A Longitudinal Study of Progress and Attainment," doctoral dissertation, UCLA, 1982; Suina, Dr. Samuel Earl, "The American Indian Dropout Problem: A Look at Pueblo Indian Freshman, Sophomores, and Juniors in Six Colleges and Universities in New Mexico," doctoral dissertation, Pennsylvania State University, 1987; Jojola, Dr. Theodore, "Cohort Retention Study of Native American Students, 1973-1984, University of New Mexico."

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COLLEGE PREPARATION CHECKLIST

___ Student must take four years of math in high school
___ Student must take four years of English in high school
___ Student should take three years of science in high school
___ Student should take foreign language classes in high school
___ Student must identify the colleges which have his/her major
___ Student should set clear career goals
___ Student must meet with academic counselors
___ Student must gather information from colleges
___ Student must identify all scholarship organizations
___ Student must write to scholarship organizations for application forms and guidelines
___ Student must take the ACT or SAT test before the end of the senior year
___ Student must apply to all funding sources
___ Student must keep good records of search for funds
___ Student must have all personal records i.e., birth certificate, Certificate of Indian Blood (CIB), diplomas, and certificates
___ Student should visit colleges
___ Student should attend Career Days
___ Student should attend summer science, math and English camps
___ Student must meet with teachers regarding homework or test results
___ Student must seek tutoring if having problems with course work
___ Student should take a course to learn study habits
___ Student must do homework
___ Student should read two hours per day
___ Student must learn library research
___ Student must have excellent attendance
___ Student must be involved with extracurricular activities of his/her interest
___ Student should compete for awards of recognition for his/her academic accomplishments
___ Student should be involved with his community and present himself as a role model
___ Student should attend tribal council meetings, especially when they relate to education issues

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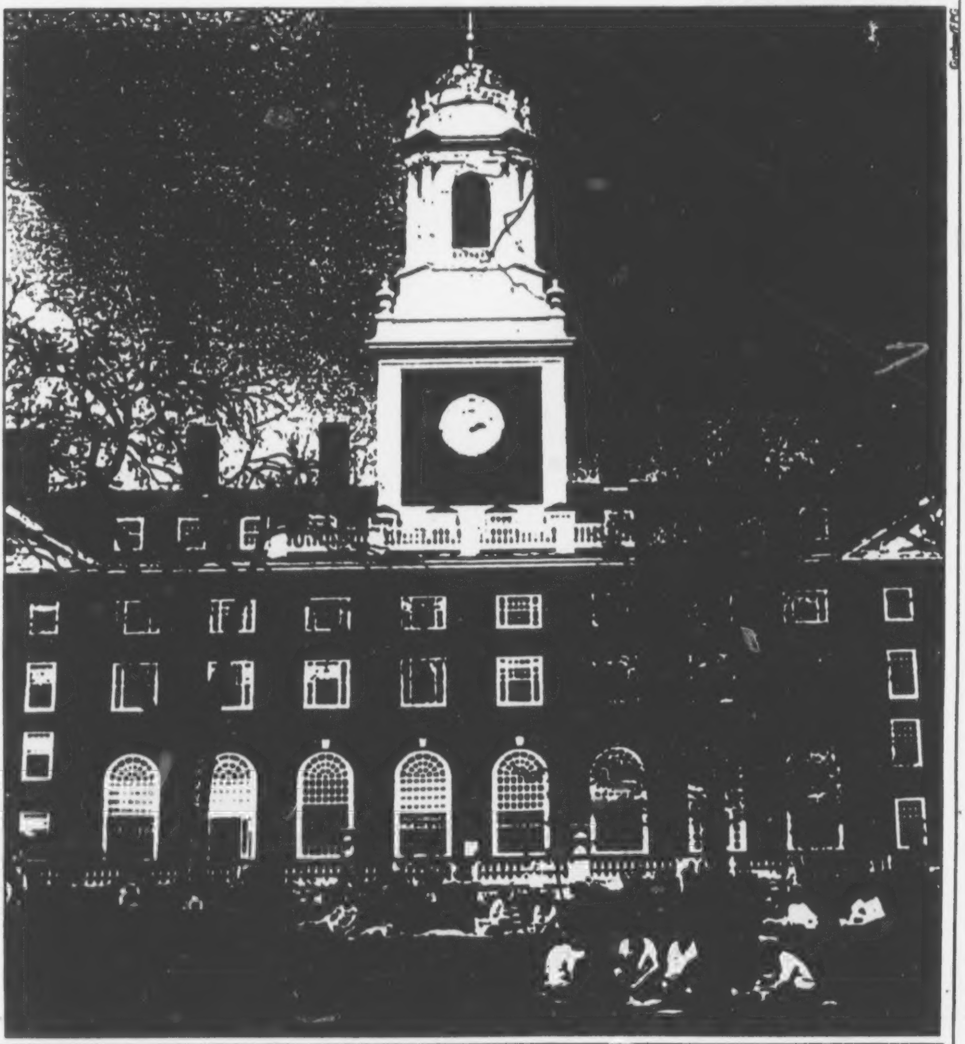
By the seventh grade, Angel Ragins knew she would make it, even though her mother couldn't afford the tuition

How To Get To College —On Your Own

Even the Ivy League schools offer scholarships and grants. Below: Harvard University students relax in front of the Eliot House dormitory.



SUMMER WAS JUST BEGINNING, and Angel Ragins was trying to decide where to go. Florida was one option; so was New Orleans. She had her eye on a few places in North Carolina and Georgia and she hadn't ruled out the Midwest. There was even the possibility of Austria. "I've got six or seven choices," Angel said, with the happy smile of someone who knows she has been fortunate. "I don't know when I'll finally decide."

Angel Ragins was not deciding what to do on her summer vacation; she was trying to decide what to do with the rest of her life. The 18-year-old from Macon had just set what officials believe is a state record in Georgia—perhaps the nation. She had been offered more than $315,000 in college scholarships, and more offers were coming in almost daily. And, perhaps most eye-opening of all, Angel Ragins is a scholar—not an athlete.

If you look at Angel's academic record, you can see that she would be an attractive candidate for many colleges: She's smart—third in her class at Northeast Comprehensive High School in Macon, with combined SATs (scores in the verbal and math parts of the Scholastic Aptitude Test) of 1190; she's a leader—president of the student council, editor of the literary magazine, president of the science club; and she's motivated—she excelled in her studies *and* in her extracurricular activities while working 30 hours a week at a fast-food restaurant.

But these accomplishments still don't explain the scholarship windfall Angel received. For example, one student whose class rank was just a few places below Angel's—and who was also a leader in student activities—received no scholarship offers at all. The faculty had to make last-minute phone calls as the school year ended to find money to send the student to college.

"We often see students with Angel's

BY MICHAEL RYAN

COVER PHOTOGRAPH BY ANN STATES

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talent," says Georgann Reaves, the faculty adviser to the high school's literary magazine. "We don't often see students with Angel's determination and willingness to work on her own to get what she wants."

Angel's family could not have afforded four years of tuition. Her father, a grocer, died six years ago; her mother works as a seamstress to support Angel and her younger brother. (Two older brothers and a sister work in Macon and Atlanta.) But Angel—whose real first name is Marianne but who is known to all by her family nickname—was not about to let money stand in the way of her dream. "I knew in seventh grade that I was going to go to college and that I would get scholarships to finance it," she says.

When I expressed amazement that a seventh-grader could think so far ahead, Angel told me that her parents had been teaching her self-reliance from an early age. Her parents, for instance, didn't just *give* her money. If she wanted toys or clothes as a child, she went to her father's grocery store and cleaned the display cases until she had earned enough. "My family instilled in me a self-directedness, a feeling that I didn't have to rely on others to guide me."

When it came time to look for college money, that self-directedness served her well. "This was Angel's personal project," one of her teachers told me. "We're basking in her glory now, but she did this on her own."

The quest began in earnest as senior year opened last fall. "Over the summer I had seen a lot of brochures and pamphlets about scholarship programs," Angel says. "I read all of them. Then I did more research and found out about a lot of other scholarships and decided which ones I wanted to apply to."

Angel applied for scholarships from seven colleges—and six of them made offers. She also applied to foundations, institutions and companies that offer college scholarships to teenagers. "Some applications were basic," Angel says. "They just asked about your background and maybe had one short essay. Some wanted these huge, off-the-wall essays." The most challenging, she recalls, was the application for the Coca-Cola Scholars Foundation, which required her to write an essay about her 30th high-school reunion: "It said, 'The President of the United States is one of the people from your class, but *you* are the guest of honor. Explain why.'"

Angel's essay pictured her, 30 years hence, as the person who had led the successful campaign against drugs in the nation's schools. "I ended by writing, 'I'm satisfied with what I have accomplished, and so is the President. And *she's* sitting right here,'" Angel said with a smile. She won the scholarship.

"Angel has shown other students that the funds for college are there, the goal is reachable," says her former high-school principal. "They just have to go out there and try."

Winning all those scholarships was not easy. Angel worked at her after-school job until 11:30 at night, then came home and worked on applications—more than 200 in all. In addition, faculty members wrote dozens of letters of recommendation for her.

"She was capable—and working so hard—it was inspiring," says Linda Grynkewich, the chairman of the science department who spent hours at the typewriter for Angel. "You want to see a student like that succeed."

Late last year, the results started coming in—and kept on coming: Florida A&M, the University of New Orleans, the Illinois Institute of Technology and many others offered scholarships. So did Coca-Cola, Armstrong World Industries, Wendy's and a variety of other corporations, foundations and service clubs. The number had hit 30 and was still climbing when graduation day arrived in June.

Of course, Angel will not get to keep all of the money she was offered. She will keep enough, however, to cover full tuition, fees and living expenses at Florida A&M University, the college she finally chose and is now attending. (It is close enough to Macon, she says, for frequent visits home.) Before deciding on the Florida school, Angel adds, she had seriously considered attending the University of New Orleans, which has a program for study abroad in Innsbruck, Austria—with all expenses paid, of course.

"Anybody who has the talent should be able to do what I did," Angel says. "It can be done."

What about her goals for the future? The super student hasn't plotted out her life after college yet. "Angel will make a great scientist," says Gwen Booker, her teacher for advanced biology. "She's a wonderful writer too," adds LaMerle Loveland, an English teacher. Angel thinks she will probably major in business administration, although that plan may change.

When a wire-service story on Angel ran in newspapers across the country, she started receiving lots of mail. "Numerous people have written me, asking for help for their daughters and sons," she says. "I don't mean to be rude, but it's the daughters and sons who should be writing. What it says to me, if your parents are writing, is that *you* don't have the motivation."

Angel's example is already motivating others. Says David Dillard, the principal of Northeast Comprehensive High School: "I've had one student, a possible valedictorian for next year, say to me, 'Isn't it good news about Angel? But don't worry, next year, I'll top it.'"

Dillard adds: "Angel has shown other students that the funds for college are there, the goal is reachable, if they just go out there and try."

Angel's Rules For Winning College Scholarships

1. Start In 9th Grade.

Keep your slate clean and stay out of trouble. The faculty writes your recommendations, so keep them on your good side.

2. Get Involved.

Straight A's don't do it alone. A lot of students have good grades and test scores, but don't get financial aid. Take part in school activities and community groups. They show your potential.

3. Research.

There's a lot of money out there. Librarians can show you where to look. If you take the SAT, check "yes" in the Student Search Service box; you'll be bombarded with brochures. Read them all. Decide what you're interested in.

4. Get Your Act Together.

As senior year starts, look back over all you have done—academics, athletics, clubs, community and church work—and be sure to put everything on applications. For easy access, keep copies of personal essays, transcripts and reference letters on file.

5. Work.

It takes a lot of time to fill out all these forms but, if you're reasonably talented, it should be no problem at all to find money for college.

To find scholarship money, Angel Ragins filled out 200 applications. "My family instilled the feeling that I didn't have to rely on others," she says.

Where do you begin? If you're looking for money for college, the U.S. Department of Education provides information on federal student-aid programs and how to apply for them, as well as tips on grants, loans and other sources of scholarships in the booklet "The Student Guide: Financial Aid." For a free copy, write to: Consumer Information Center, Dept. P, Pueblo, Colo. 81009.

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Chart 22

NASF Training Seminars

- **Management Planning.** Improve your leadership through thorough planning.
- **Managing People.** How to bring out the best in people.
- **Improving Management Skills.** The latest management techniques for the new manager.
- **Business and Report Writing.** Learn how to write as well as the professionals.
- **Effective Time Management.** How to get control of your time and your life.
- **Communication for Results.** Tune yourself to results-oriented communication.
- **Motivating People.** What the latest research shows about motivation and work performance.
- **Leadership and Motivation.** Applying leadership to management to motivate people and achieve results.
- **How to Write Winning Proposals.** How to improve your percentage of funded proposals by finding the right funding sources, speaking the language of the funders, and planning outstanding programs.
- **Management of Nonprofit Corporations.** Everything you ever wanted to know about nonprofit corporations.
- **Basics of Boardsmanship.** How to use salesmanship to win gifts and grants.
- **Basics of Fund Raising.** Learn where the money is and how to raise it successfully.
- **What Are You Doing with Your Impact Aid?** How to use this large federal program to bring about dramatic improvements for Indian students.
- **Education and Culture in the Classroom.** The interaction of culturally different teachers and students has some unexpected results, often detrimental to the student. Teachers can learn how to be more sensitive.
- **Achieving Excellence in Indian Education.** How to increase the number of your students going on to Ivy League colleges to 50% or more, and increase completion rates to 90% or more.
- **Preparing Indian Students for College.** How to get Indian students fully ready for college and find the money to pay for it.

MY NAME IS:________________________________ **TITLE:**____________________________

ADDRESS:____

CITY:____________________________ **STATE:**________ **ZIP CODE:**__________________

PHONE NUMBER:_______________ **PLEASE SEND ME INFORMATION ON THE FOLLOWING**

SEMINARS:____

TRADITION AND TECHNOLOGY (TNT)

Name of contact	Mr. Philbert Watahomigie, Sr., Coordinator
Address of contact	Peach Springs Schools P. O. Box 360 Peach Springs AZ 86434-0360
Telephone	(520) 769-2202
Fax	(520) 769-2412

Until the Hualapai Bilingual Program was instituted in 1975, Hualapai was an unwritten language. The Peach Springs Schools Hualapai staff (Lucille J. Watahomigie, Philbert Watahomigie, Sr., Malinda Powskey, Rosella Siyuja, Jean M. Imus, Jorigine Bender, and Josie Steele) developed an orthography, wrote the language, and developed high quality Hualapai instructional materials to support the classroom programs. The materials are part of the Hualapai Bilingual Academic Excellence Program.

Peach Springs School is the only educational institution on or within 40 miles of the Hualapai Reservation. The existing school district was established in the 1950s. The school currently has a staff of 36 people and 200 students in grades kindergarten through eight. The students are the fourth generation of tribal members to attend school.

Of the 200 students, 98% are Hualapai, 65% are Hualapai speakers, and 75% are identified as Limited English Proficient (LEP). Among the staff, 78% are Hualapai, 47% are certified Hualapai teachers with a Bilingual Education endorsement, and 100% of the teacher aides are enrolled in college degree programs. The 200 students range in age from five to fourteen; they are enrolled in kindergarten to eighth grade. All the children came to school speaking some English, but 75% are identified as LEP.

Although several of the original classroom teachers supported the new project, others were doubtful of the project goals and the staff's ability to accomplish them. To demonstrate that a Hualapai-English curriculum could be just as valuable as the standard English program, the bilingual staff immediately began to develop instructional units which paralleled the content of the former curriculum. Units on plants, legends, the local social and physical environment, and other Native language and cultural materials were developed, all with the aim of providing parallel supplementary content to the regular English-only curriculum. By the end of the project's third year, 32 instructional units, each sequenced into form mastery levels, had been completed and incorporated into the regular school program.

Project Tradition and Technology (TNT) has three interactive models: the Hualapai Cultural and Environmental Curriculum, the Hualapai Literacy Model, and the Hualapai Interactive Technology Model. These three models form an integrated bilingual-bicultural core curriculum that develops positive self-image among students, develops self-confidence in themselves as learners, develops pride in their heritage, and develops increased academic and language competencies.

Project TNT is one of twelve programs recognized nationally as an outstanding model of bilingual education by the Office of Bilingual Education and Minority Language Affairs (OBEMLA), U. S. Department of Education. Project TNT is the only Native American exemplary bilingual program. The primary goal of the Academic Excellence Program, which is funded under Title VII of the Elementary and Secondary Education Act (Public Law 100-297), is to assist exemplary programs of transitional bilingual education (TBE), developmental bilingual education (DBE), and special alternative instruction (SAI) to disseminate information about their programs. These programs have established themselves as exemplary programs in their respective school districts, and have met the requirements of the Academic Excellence Program at the national level. The focus of the Academic Excellence Program is dissemination of information about the program, with support provided for its adoption in other districts.

The program elements that have made the program successful are:

- Long term support for the program by the school board and the school administration.
- Long term support by parents, community members, and tribal government.
- A commitment to staff development and training.
- Improvements in student motivation and attendance.
- A commitment to quality materials development.
- Evaluation results.

The resumes and experience of the staff are summarized in Chart 23.

Before the bilingual program was implemented, Hualapai was an unwritten language. Several linguists had studied the language, but no educational materials had ever been written in Hualapai. The curriculum of the Peach Springs School, where most Hualapai students attended, centered around English and the standard European-based content covered in most public school programs. Hualapai was the language of family and home life, but English was the language of the classroom. Hualapai traditions and cultural knowledge also remained outside the sphere of formal school activities. A home language survey indicated that 128 out of 140 learners heard Hualapai spoken at home by one or more adults.

Baseline data on academic achievement and language usage are collected on all students on an annual basis. English and Hualapai language assessments are conducted yearly. All instructors maintain individual records on each student. Post-testing determines the achievement of objectives. The student database and Computer Managed Instruction records provide detailed profiles on each student. Longitudinal data are compiled by cohort to look at overall growth of students in different subject areas over time. Significant gains have taken place over the 24 years of the program.

An external evaluator, Mr. Harry Berendzen, periodically monitors program development, program management, and the attainment of project goals. The evaluation system incorporates both formative and summative systems of evaluation and is objective-based. Objectives are developed for each program content area using measurable criteria. A management-by-objective year-long plan is developed including timelines and delegation of responsibility among staff and the evaluator.

Computers, video technology, and instructional media are utilized by all students in all aspects of the curriculum. Areas of emphasis in computers include use of Computer Managed Instruction, Computer Assisted Instruction, word processing, and access to information from a national database, as well as from a local database that provides bilingual curriculum materials, Hualapai language lessons, and a Hualapai-English dictionary. Competency in Hualapai and English have increased through the use of various communication technologies. Using technology has been motivational and of high interest to the students.

The television system is used by teleconferences and for delivery of course work from distant sites for staff, students, and community members. Videos are produced for administrative use, including documentation of class work, recording of elders, preserving of cultural activities, and taping special events and community activities.

The overall Hualapai Bilingual Academic Excellence Program, called Blending Tradition and Technology (BTAT), is strengthened and enhanced through the use of technology. Computer, video, and laser disc materials are used for teaching new concepts and information, for learning technical computer and video skills, for supporting bilingual classroom units, for enrichment of curriculum, for oral and written language development of both languages, for location of reference resources, and for personal enjoyment. The video production and live TV broadcasts have improved self-confidence and public speaking skills. The Hualapai Interactive Technology Model has greatly enhanced the learning of the Hualapai students at Peach Springs School.

Parents are actively involved in education policy making. The elders and the parents are recruited to direct culturally-related classroom activities and assist in materials development. Parents, along with teachers and other community members, attend inservice and awareness training programs to enable them to assist with program development and administration.

The bilingual program deals with all students to develop their English language proficiency. While encouraging them to participate fully in their own language and culture, it provides a learning environment that is familiar, relevant, and supportive of the background of the students. Through ongoing training activities, it develops the capacity of local people to meet the special needs of Native students.

Other Native schools can adopt the Tradition and Technology model. Any school interested in becoming a TNT adoption site must take certain steps and meet adoption site criteria in order to be selected. The TNT Program includes three Components and involves training for implementation of a Cultural and Environmental Curriculum, a Bilingual Literacy Model, and the use of Interactive Technology. Certain essential elements must already be present in a school if it is to replicate this model successfully and fully. The staff of Peach Springs School has a commitment to train the staff at the adoption site. Successful program replication will depend on the commitment and interest of a school or community. Willingness to be involved in curriculum development and innovative program changes will be a key factor in an adoption site's successful implementation of the TNT Program.

The program has been recognized as exemplary by OBEMLA, by the Arizona Department of Education, and by the Native American Scholarship Fund. The OBEMLA designation came in 1988. The Arizona Department of Education had reviewed the program earlier, in 1981 and 1983, through a formal Program Quality Review Inventory, and reported that the Hualapai Bilingual Education Program was one of the most innovative they had ever observed. The Department made a special commendation for the program's scope and the design of the Hualapai curriculum and materials development component.

Some 10 Indian schools have indicated they want to replicate Project TNT. All the schools have visited the Peach Springs School. Three of the schools have signed an agreement to replicate. The three schools are Santa Rosa Ranch School, Indian Oasis School, and San Simon School, all on the Tohono O'odham reservation. Since then, three other schools have signed on for replication. They are Kayenta Boarding School, AZ, Busby School, MT, and Lame Deer School, MT. All the training is provided by the staff of the Peach Springs project on site at the school, provided the school gives its staff released time.

Chart 23

STAFF QUALIFICATIONS

PROJECT TNT

Mr. Philbert Watahomigie is originally from Peach Springs. He obtained a Bachelor of Arts degree in elementary education from the University of Arizona in 1974. He returned to teach at Peach Springs School. He was the Demonstration Coordinator for the Hualapai Bilingual Demonstration program from 1983 to 1985. He worked with classroom teachers and aides to integrate and implement the teaching of Hualapai language and culture. He provided inservice training to the instructional staff in methods of teaching the Hualapai language and culture in the classroom. He was a trainer to replicate the program in Supai, AZ. Presently he is Project Coordinator for the Hualapai Bilingual Academic Excellence Program.

Ms. Malinda Powsky is also originally from Peach Springs. She received her Bachelor of Science degree in elementary education from Northern Arizona University in 1981. She is the fifth grade teacher at Peach Springs School, where she has done staff training in linguistic and curriculum studies, implementing and integrating bilingual/bicultural education, and developing materials and curriculum and technology. She is a reserve faculty member and Hualapai language instructor at Mohave Community College in Kingman, AZ. She was a Curriculum Specialist for the American Indian Language Development Institute at the University of Arizona in Tucson from 1982 to 1984. She has worked with the bilingual program at Peach Springs School since 1976.

Ms. Lucille J. Watahomigie is originally from Peach Springs and is the past Principal of the Peach Springs School. She is also the director of all federal programs within the district. She earned her Master of Science degree in elementary education from the University of Arizona in 1973. She had earlier earned her Bachelor of Arts degree in education from Northern Arizona University in 1970. She taught in the primary grades in 1970 and 1971 at Peach Springs Elementary School. In the Fall of 1972 she was a graduate assistant in the Teacher Education Program at the University of Arizona, supervising Indian teachers. From 1973 to 1975 she was the Director of that program.

In 1975 she returned to Peach Springs School District to direct the Hualapai Bilingual Education Program. In 1983 the program became a three-year national demonstration program. In 1988 it was funded for three years by the Office of Bilingual Education and Minority Language Affairs (OBEMLA), also known as "Title VII." This was a National Academic Excellence Program. She has compiled and written the Hualapai language and culture curriculum for grades K-8 and has developed instructional materials to be utilized with the Hualapai Cultural Environmental Curriculum. The curriculum is integrated into all subject areas.

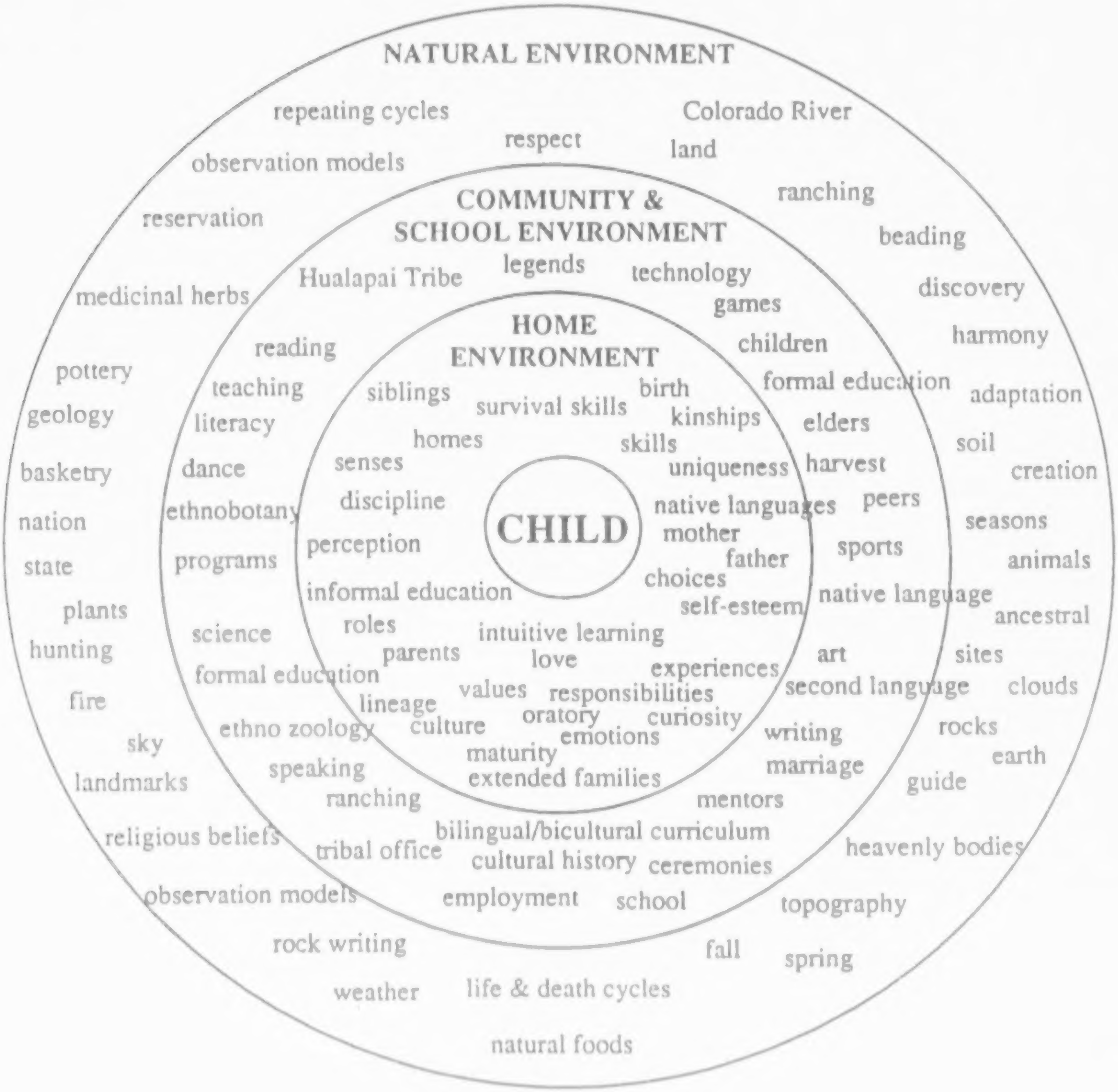
Ms. Watahomigie developed the American Indian Summer Language Institute model that originated at San Diego State University in 1978. She has been the curriculum coordinator and instructor in the four-week summer institute for 19 years. She has also been an adjunct instructor at the University of Arizona, at San Diego State University, at Northern Arizona University, and at Mohave Community College. Her specialties are education, instructional methods, curriculum development, and liberal arts with an emphasis on bilingual-multicultural education.

Ms. Rosella Siyuja is an instructional aide in the K-3 classroom. Her duties include implementing and developing materials in the classroom and helping the students with their schoolwork. She works, along with the teacher, in planning for the week, writing units and lesson plans. She has worked at Peach Springs School since 1975. She is originally from Peach Springs.

Ms. Josephine Steele is originally from Peach Springs. She received her Associate of Arts degree from Mohave Community College in 1978. She also has a Child Development Associate Certificate. She was a Computer Specialist from 1985 to 1988, and worked as a bilingual curriculum developer for the bilingual program from 1979 to 1985, implementing and integrating bilingual cultural education. She has also developed study units for curriculum guides and assisted in the transcription and translation of Hualapai materials, editing and revising data on the word processor. At conferences and workshops, she has assisted in making presentations and providing training for the participants in other bilingual programs. Ms. Steele received her teaching certification in 1987 and has worked at Peach Springs School since 1979. Presently she is the disseminator/trainer for the Hualapai Bilingual Academic Excellence Program.

Ms. Jorigine Bender is pursuing her Bachelor of Science degree in elementary education. She is a materials development specialist for the Hualapai Bilingual Program, transcribing and translating the Hualapai language from cassette tape recordings that have been collected through the program. She has been involved in the development of many published books. She assists at conferences in curriculum development and presentations, workshops, meetings, and training sessions for participants in other bilingual programs. Having worked with the bilingual program since 1979, Ms. Bender is presently serving as Bilingual Assistant. She is originally from Peach Springs.

THE HUALAPAI CHILD'S INTERACTIVE LEARNING ENVIRONMENT


NATURAL ENVIRONMENT
repeating cycles
respect
Colorado River
land
observation models
ranching
reservation
beading
medicinal herbs
discovery
harmony
pottery
geology
adaptation
soil
basketry
creation
nation
seasons
state
animals
plants
ancestral
hunting
sites
fire
clouds
sky
rocks
earth
landmarks
guide
religious beliefs
heavenly bodies
observation models
topography
rock writing
fall
spring
weather
life & death cycles
natural foods
COMMUNITY &
SCHOOL ENVIRONMENT
Hualapai Tribe
legends
technology
games
children
reading
teaching
formal education
literacy
elders
dance
harvest
ethnobotany
peers
programs
sports
native language
science
art
formal education
second language
ethno zoology
writing
speaking
marriage
ranching
mentors
bilingual/bicultural curriculum
tribal office
cultural history
ceremonies
employment
school
HOME
ENVIRONMENT
siblings
survival skills
birth
kinships
homes
skills
senses
uniqueness
discipline
native languages
CHILD
mother
perception
father
choices
informal education
self-esteem
roles
intuitive learning
parents
love
experiences
values
responsibilities
lineage
oratory
curiosity
culture
emotions
maturity
extended families

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Peach Springs School District #8
Peach Springs, AZ. 86434

Title IX Resource Room

Name of contact	Ms. Diane Pochron, Teacher
Address of contact	Rock Ledge School 330 W. Hickory St. Seymour WI 54165
Telephone	(920) 833-7380, Ext. 202
Fax	(920) 833-9684
E-mail	dpoc2@execpc.com

The Title IX Resource Room at Rock Ledge Elementary School began in 1990 as a program to ensure that Indian students passed the new Competency Tests the state had mandated. The project coordinator has been Ms. Diane Pochron, a local teacher who was hired with Title IX Indian Education Act funds.

Seymour is one of a dozen towns on or near the Oneida reservation. The reservation itself is just outside the city of Green Bay, WI. The students served are from the Oneida Tribe of Wisconsin. The grade levels are kindergarten to fifth grade. Their residence is primarily rural, on the reservation. Most of them are low income, with a few being in the average income level. The primarily function at a low academic level, and many have specific learning problems (information processing, attention difficulties, poor study skills, no study habits).

The Title IX teacher's position is paid for mostly by Title IX federal funds. The salary of the Title IX full time aide position is paid for by the district and the Oneida Tribe, with each paying half the cost. The district covers the additional costs, such as teacher insurance and salary not covered by the Title IX grant, equipment, supplies, and teacher inservice training. The district also pays for the costs of the Title IX Coordinator and the administrative costs.

The school had tried several approaches to get students interested in school in the past, with some success. However, with the development of the resource room approach, the results have been better than with any other program. Students receive a great deal of personal attention from the teachers and the tutors.

A variety of methods are used, depending on the learning style and the specific need of each child. Some pullout from the regular classroom into the Title IX room is used with some students. Sometimes the Title IX teacher goes into the classroom to team teach with the regular classroom teacher.

Each student is tested for individual objectives. Remediation is provided on skills not yet mastered. The objectives with each student are also coordinated with the regular classroom teacher. For instance, with a reading objective, students might practice reading, practice vocabulary, do language activities and skills using the basal (the basal is a good literature-based text), and at the same time classroom teachers are on the same story and skill.

In math, skills are reinforced at the same time they are being taught in the classroom. Various units are also taught using integrated math and reading activities. Interest units are also taught using Native American literature. Some specific methods used include the Orton-Gillingham Multisensory reading method, Whole Language and Language Experience, Dolch Sight Vocabulary Lists, Individual Oral phonics lists, Math flash cards, and games.

There are six computers in the Title IX classroom. They are used by students, teachers, and aides on a daily basis. They are used for story publishing, for learning games and activities, for letter writing, and for note printing. This teaching method works well. Children love to see their work published.

Most parents are highly involved in the program. Parents are provided contact with Title IX personnel through home visits, phone contacts, open houses, parent-teacher conferences, and Oneida Tribe Parent Committee meetings.

Students are given diagnostic tests by the Title IX teacher. Several tests are used—the Woodcock reading test, the Key math test, the Kaughman test of Educational Achievement, and teacher-made objective tests. The Title IX teacher also reviews the child's past records and may observe the child in the classroom setting. Students are then "huddled." This "huddle" includes the Title IX teacher, the Title IX coordinator, the classroom teacher, and the school principal. During the huddle it is decided whether Title IX can meet the child's needs. Individual objectives are developed for each child.

The project has done only limited outreach to other schools. The major outreach has been through presentations at the annual Exemplary Institute, which the staff has presented twice. Outreach has also been done through inservice training sessions and college coursework attended by the Title IX teacher.

The staff consists of Ms. Diane Pochron, Title IX teacher, Mrs. Heidi Smith, Title IX Tutor Aide, and Mrs. Chris Heagle, Title IX Coordinator.

Ms. Diane Pochron has been the Title IX teacher since 1990. She spent 10 years as a Title I teacher, four years as a Youth Tutoring Youth teacher, three years as a Summer Migrant teacher, and one year as a CESA Computer Consultant before taking the Title IX teacher's job. She has a K-6 Reading Teacher Certificate, and a B. S. degree in Human Development, as a psychology major. Her professional development includes several courses on alternative methods to teach reading to children with learning problems, whole language courses, Indian Culture and History conferences, and diversity training.

Ms. Heidi Smith is the Title IX Tutor Aide. She began this position in 1996. Before that, she was an aide with tribal and non-tribal children for four and a half years, working with students from the ages of six weeks to 10 years. She is responsible for miscellaneous secretarial duties and also assists in instruction. She collects report cards and other information regarding American Indian students.

Mrs. Chris Heagle is the Title IX coordinator. She is responsible for grant management, program evaluation, planning, and general administration.

Student success is measured by the number and percentage of students passing the Wisconsin Reading Comprehension Test in the third grade. It is also measured by the number of students in grades 2-5 making at least one year's growth on the Comprehensive Test of Basic Skills (1990-1996) or the Kaughman Test of Educational Achievement (1996-present). The results of both these measures are shown on the next page.

Standardized test scores are computed using normal curve equivalents (NCEs). The advantage to using NCEs is that, unlike percentiles, they are normally distributed around a normal curve, meaning they can be added and subtracted with no error in estimates. Percentiles, on the other hand, are not normal distributed, so adding and subtracting them does damage to estimates. Students make with a plus or a minus for a year's growth, which is recorded. Students who exit the program and are placed in the mainstream classroom are given a plus.

ROCK LEDGE SCHOOL DISTRICT

Table 25
THIRD GRADE
WISCONSIN READING COMPREHENSION TEST

YEAR	% OF INDIAN STUDENTS PASSED
1990	100%
1991	100
1992	86
1993	100
1994	100
1995	100
1996	100
1997	87
1998	100
1999	90

Table 26

FIFTH GRADE
GROWTH OF ONE GRADE LEVEL OR MORE

YEAR	PERCENT OF INDIAN STUDENTS GAINING ONE GRADE LEVEL OR MORE
1992	Reading 73
	Math 70
1993	Reading 69
	Math 75
1994	Reading 57
	Math 36
1995	Reading 65
	Math 82
1996	Reading 69
	Math 55
1997*	Reading 77
	Math 91
1998	Reading 77
	Math 91
1999	Reading 75
	Math 60

* The test was changed from the CTBS to the Kaughman Test of Educational Achievement this year.

INDIAN EDUCATION PROJECT
SALMON RIVER CENTRAL SCHOOL

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The Indian Education Project has existed in the Salmon River Central School since 1973. Prior to the initiation of the project, the overall dropout rate of the Mohawk students was 57%. Only 10% of the Indian students who finished high school entered college. The project set out to (1) lower the dropout rate for Indian students, (2) raise the rate of college attendance for Indian students, and (3) increase the number of Indian students on the honor roll.

The program is intended to reach the 52% of the students in the school that are from the St. Regis Mohawk Reservation. It is aimed primarily at the Indian students in grades 4-12. The total population of the schools is 1,510. The total Indian population of the school is 789.

The dropout rate has since decreased to less than 10%. Many "dropouts" today are better described as "leaves of absence." Many of the few who do leave school return to complete high school in less than two years of the time they left. The rate of Indian students matriculating to college has been over 50% for the past ten years. For the past eight years it has been over 65% every year.

Within the last eight years a higher percentage of Mohawk students were out of school, and fewer students were going on to college, due to the involvement of Indian students in cigarette smuggling. This offered lucrative cash gain for easy work. But since the U. S. and the Canadian governments have cracked down on the "illegal" trade, and fines and penalties have increased, these sources of revenue have been less and less attractive and Indian students are now staying in or returning to school.

Attendance and academic performance have been improved through home visits, telephone contacts, and a student incentive program that rewards honor roll standing or perfect attendance for any ten-week quarter. The presence and efforts of other programs such as Upward Bound, JOM, PATS, and STEPS have also contributed to better attendance and achievement.

Students in grades 4-12 are offered classes in Mohawk culture and language. These courses are offered as part of the regular district curriculum, and are supplemented through books, articles, and videos about Native Americans. For instruction in the Mohawk language, the process has been integrated into the Apple MacIntosh computers, and it is now possible to listen to computer-generated Mohawk speech. This instructional format is utilized in the secondary language classroom, offered to the students in grades 8-12 that are taking Mohawk language classes.

There is a Student Incentive Program sponsored by the Indian Education Project and the JOM project that provides incentives to Indian students to earn perfect attendance and honor roll standing each quarter. There have also been extensive efforts made to include Mohawk parents on the school board, and to have Mohawk people working in the school as teachers, counselors, coaches, and club advisors. In addition, home-school coordinators monitor student attendance and academic achievement.

The program has become so popular in the local area that parents have been reported to transfer their children from other schools into the Salmon River district. Parents have also served as members of the Parent Committee for the Indian Education Program, and have served on a committee that specifically addresses t he educational needs of the Mohawk community.

The project has won two awards. In 1990 it was selected by the Office of Indian Education in the U. S. Department of Education as a Showcase Project. This was presented at the annual conference of the National Indian Education Association. In 1996, the project was awarded Exemplary status by the Native American Scholarship Fund, and listed in the Second Edition of "Exemplary Programs in Indian Education."

The project has employed local Mohawk personnel who have provided Mohawk language instruction and Home-School coordination services (liaison between the school and the homes of the Indian students). Presently, four staff members, including two language teachers and two Home-School Coordinators, comprise the project staff.

The project serves the St. Regis Mohawk Indian students residing on or around the St. Regis Mohawk Reservation, which has territory in New York State, and in the Canadian provinces of Ontario and Quebec. This Indian student body hails from a wide range of socioeconomic backgrounds and is represented in the Special Education curriculum through the New York State Regents Diploma curriculum.

The project's primary source of funding is a formula grant from the Office of Indian Education, U. S. E. D. The project is also supported by the school district; the district provides indirect costs (building space, copying, telephone, etc.) as well as a portion of the salary and fringe costs of the language teacher. A Parent Committee of concerned Mohawk parents oversees the program in cooperation with the school district to ensure that the program meets the needs of the Indian students.

The staff members of the project are the two Home-School Coordinators, David White and Karen A. White, and the two Mohawk Language Instructors, Mary McDonald and Rebecca White. Mr. White has a B. A. degree in psychology from Brown University and has 24 years of experience in the Bilingual/Bicultural program. Ms. Karen White has an A. A. S. degree in Nursery Education and 25 years experience in the program.

Ms. McDonald has a B. A. degree from Albany State College and a teaching credential from the University of Western Ontario. Ms. Rebecca White has a teacher certification in Elementary Education from Hamilton Teacher's College and 15 years teaching experience.

Chart 27 on the next page shows the high school graduation rate and the college attendance rate for the past 16 years.

CHART 27

HIGH SCHOOL COMPLETION AND COLLEGE ATTENDANCE RATES
1984-1999
SALMON RIVER CENTRAL SCHOOLS, NY

CLASS YEAR	MOHAWK GRADUATES	COLLEGE BOUND	PERCENTAGE
1984	26	13	50%
1985	27	11	41
1986	21	10	50
1987	35	16	46
1988	33	24	65
1989	32	25	77
1990	28	22	77
1991	44	36	82
1992	22	17	78
1993	28	25	87
1994	29	20	68
1995	30	21	70
1996	29	17	58
1997	29	15	52
1998	32	24	75
1999	36	--	--

COLLEGE CAREER CENTER
TOHATCHI HIGH SCHOOL, NM

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The college preparation program at Tohatchi High School is designed to get as many of the Navajo students there ready for college as possible. The Navajo students are 98% of the total student population. The school is one of eight high schools in the Gallup-McKinley County Schools. The district in size is one of the largest in the U. S. It is larger than the state of New Jersey. The huge distances are an extra expense for the District, and create problems of logistics and communication for the teachers and students.

The community is both conservative and progressive. Almost all families participate in the traditional Navajo religious ceremonies, social ceremonies, festivals, and other events. A high percentage of the population is bilingual in both Navajo and English, including young children. At the same time, many families are very supportive of their children furthering their education.

The students are primarily from homes with have low income. A high percentage of students qualify for free or reduced school lunches. The area is completely rural. Gallup is the nearest small city. Albuquerque, which is 170 miles away, is the nearest large city. There are only minimal shopping facilities in Tohatchi, so clothes, food, automobiles, and other necessities are mostly bought in Gallup or Albuquerque.

The area is economically depressed. The unemployment rates have increased dramatically in the past few years because of federal budget cuts. These cuts have closed offices where many Tohatchi residents once worked. Their only alternative, in many cases, is to leave the community in search of work, or to commute to Gallup thirty miles away to work in jewelry making, silversmithing, leather work, or bead work for the many Indian traders and jewelry marketers in this largest of Indian border towns.

Before the inception of the project, the dropout rate in the high school was very high, probably over 50%. The current rate is less than 7% per year. Students used to drop out of school because they were pregnant, only to return to school after a short period of time as young parents. In 1985, under 10% of the graduates were continuing their education after high school. By 1996 that figure had changed dramatically; that year some 90% of the graduating class has applied to a higher education program, and of that 90%, about 80% were planning to attend a college which offered a bachelor's degree, an associate degree, or technical certification. The project director predicts that 40% to 60% of these students will receive a degree.

The JOM Counselor and director of the College Career Center since 1985 has been Mr. Frank Kattnig. He received his bachelor's degree in English from the University of Southern Colorado. After spending several years in California, he returned to college at New Mexico Highlands University in Las Vegas to earn his Master's degree in Counseling and Developmental Studies. During his graduate work he taught in the reading lab, which prepared him for work with students whose proficiency is below their current grade level.

The students are in grades 9-12. In a typical year 98% of the students are Navajos. The only non-Navajos at the school are the children of teachers or medical staff at the Indian Health Service clinic.

Students make several trips to visit colleges and college programs, usually on the weekends. Up to three or more college visitation trips are made each year, with Mr. Kattnig and his secretary scheduling and acting as chaperones for all of them.

The college preparation program is a comprehensive one which includes

- career counseling
- assistance to students to locate and apply for scholarships
- colleges visits by students
- recruitment visits to the school by college staff
- student attendance at summer camps while still in high school
- comprehensive tracking of student progress in high school
- placement of students in college preparation classes
- student enrollment in college classes while still in high school
- help for students in choosing the right college
- help in completing college applications
- scholarship applications
- help for students in writing college and scholarship essays
- help with financial aid applications.

The Career Center has an open door policy for students. The office is constantly busy with students, faculty, parents, and family members who are helping students with college preparations. Students who have already completed high school, but did not attend college, frequently return to get help with their belated applications to college.

Support for the program is from a federal grant from the Johnson-O'Malley (JOM) program. These funds pay for Mr. Kattnig's salary, only. Funds for field trips and college visits for students come from a variety of sources, including an Upward Bound fund where money is earned through bake sales, raffles, cake walks and other fund raisers. The Navajo Nation sporadically provides funds through different departments. Certain churches donate money. Private organizations grant small amounts of funds. Local businesses are solicited for assistance through formal proposals. While travelling, the students often find ways to exchange their labor in return for a reduction or waiver on registration fees at conferences. Often, students will help groups of other students by providing support for conferences, hotel rooms, or food expenses. Families also subsidize trips with money for lunches and dinners, but all efforts are made to keep this amount to a minimum.

The project's success is measured by the number and percentage of Tohatchi graduates who attend college or vocational school after graduation. This percentage has ranged between 70% and 90% per year for over a dozen years now. The secondary measurement is the percentage of students who remain in high school and persist to graduation, which often takes them five or six years. The student persistence level is very high. Students are willing to dedicate an extraordinary amount of time to their education and their futures, often working on applications and projects during lunch time and before and after school.

One of the main reasons for the success of the project is the dedication of Mr. Kattnig. He has been known to wake at 4:00 a. m. to help a stunt. He then cooks his breakfast, washes his dishes, and is out of his house by 5:00 a. m. By 6:00 a. m. he has driven 50 miles, the last five on a dirt road, and is knocking on the door of a student's house to get the parents to sign a financial aid form or a college application form because it is the last day it can be signed and mailed.

During the first several years of the program, students who left the state to attend college encountered numerous problems that led them to return to Tohatchi and quit college. The problems the encountered were racism by faculty and students, lack of preparation on their part for academics, lack of experience with different communities and different cultures, and fatigue with academics after many years of school attendance.

These problems were combatted through the placement of students in summer enrichment programs, which assisted them with the transition from high school to college. It also familiarized them with college campuses and urban settings. Students are also taken on field trips to prepare them for college life and the world of work off the reservation. The current trend is for more Tohatchi students to seek technical degrees rather than liberal arts. They think the skills they learn will help them secure employment in the future with greater ease.

Data are kept on each individual student. This includes the information on all scholarship grants they receive, the college programs to which they have applied, the costs of different programs, and the summer programs they have attended. Mr. Kattnig keeps permanent files on the students, which remain at the school for years after they leave, so they can return and find their records with ease. Mr. Kattnig also keeps computer files on disk with information on test scores and student progress.

Students have access to a computer program called the Pepsi Scholarship Program which provides them with scholarship listings of different types, including federal, state, school, corporate, private, and minority opportunities. Mr. Kattnig is also an advocate of teaching his students how to use the telephone. They learn the skills necessary to obtain information from a variety of schools and colleges, and to present themselves in a professional manner.

The Career Center uses many methods to get results with the students. One of the most successful is summer programs. Most of these are live-in campus situations where students get to meet other students from the region and sometimes the whole U. S. Students normally attend up to 30 or more different summer camps in such diverse states as New York, Massachusetts, Arizona, California, Oklahoma, and Wisconsin. It is possible for Tohatchi students who start after the sixth grade to attend up to six camps in six different states, and to have spent several weeks living on a college campus before they finish high school.

The college preparation program also affects many classes on the campus. Mr. Kattnig often visits classes of seniors to teach students how to deal with the "paperwork trail." His instruction covers many angles, including completing financial aid forms, creating resumes, and completing job applications and college applications.

This instruction has been extended into cooperative efforts with other departments at the high school. For example, the English department offers students a workshop on writing personal essays for applications. Mr. Kattnig also takes students on trips to visit colleges and participate in programs both in and out of the state. Preparation also takes the form of pretests sent by postsecondary institutions and administered by the Center.

Students are also encouraged to participate in "concurrent enrollment" college classes. This means they take college level courses for full credit while they are still in high school. In addition, because of the high reputation of Tohatchi students, many colleges actively recruit Tohatchi students. Some of them make several visits a year to the high school; among these are Stanford, Colorado College, Colorado State, the University of New Mexico, New Mexico State University, New Mexico Highlands University, and many others.

The valedictorian of the Class of 1991, Germaine Daye, attended Colorado College and is now in veterinary school in Colorado. She is an NASF Scholar as well. She attributes her ability to earn a college degree, followed by a DVM degree, to the superior preparation she had in high school.

This program is being replicated in a small number of reservation schools now. The program will work best in smaller communities, where family involvement and support can be more easily gained. The bond between the Counselor and the students, and between the Counselor and the parents, is essential. The Career Counselor has to be willing to talk to students, to listen to them, to travel with them, and spend a lot of time outside school hours giving them encouragement and assistance.

It will not work where counselors leave school every day at 3:30 and have little or no contact with students until the next morning. The project director has to be willing to seek students out. This person has to work really hard to maintain current information about the personal and academic lives of the students.

The program has won several awards. One came from the Indian Education Committee of the Gallup-McKinley County Schools, which gave Mr. Kattnig a certificate of appreciation. Mr. Kattnig also receives many gifts from the families of his students, including Navajo rugs, Navajo pottery, and Navajo jewelry. The project was awarded Exemplary status in 1993 by the Native American Scholarship Fund, and had its status renewed in 1996.

Mr. Kattnig has delivered numerous presentations at meetings of the National Coalition for Indian Education, the National Indian Education Association, and at several colleges. He has also conducted workshops locally and in different locations in New Mexico for career programs at other schools. He has conducted workshops for other career counselors in the Gallup-McKinley County Schools. He stresses service to the students, hoping many of them will enter the field of education and offer other students the same services they have received at Tohatchi.

Publicity about the program has appeared in several articles in newspapers and in Indian education newsletters.

Parents are an essential part of the program. They are involved in college selection, scholarship searches, essay writing by students, and attendance at programs at the school. They have always cooperated with the Center's requests for home visits and general information. They often drive their children to in-state locations for summer programs, and attend banquets at the termination of the program.

Some parents take their children to college and help them settle in and enroll. Some parents have helped to raise fund for the program, and all Tohatchi parents have shown an interest in providing a better future for their children. Grandparents and aunts and uncles also play an active role in the education of the students. They are very willing to attend school programs and provide assistance and information.

Parents often act as chaperones for the field trips and summer trips students take.

FOCUS ON EXCELLENCE PROGRAM WELLPINIT SCHOOL DISTRICT

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Wellpinit School District on the Spokane Indian Reservation enrolls 405 students from kindergarten through the twelfth grade. The District is a typical reservation school, located in the middle of the reservation at the tribal capital, Wellpinit. It is 45 miles northwest of the City of Spokane. All students are educated in one site, with both high school and elementary school students in two buildings.

The school has been in continuous operation since 1913 and moved into new facilities in 1987. It is a public school district, receiving state funding supported by federal funding through entitlement programs (Impact Aid) and federal grant funds. The District employs 31 certified teachers and has 18 instructional assistants. The student body has more than doubled since 1990. Ninety-eight percent (98%) of the students are Native Americans. Most of them are enrolled with the Spokane Tribe, with a few being from other nearby tribes, including Colville, Flathead, and Kalispell.

The economic status of the families is low. Over 78% of the students qualify for free and reduced meal costs from the federal government because they come from families below the poverty level.

Before the Focus on Excellence program began in 1990, the District had all the problems found in many reservation schools. Student attendance was low, just above 65% per day. Few of the graduates attended college. Fewer than 5% of the graduating seniors enrolled in college each year. Students read few if any books outside the classroom. The dropout rate typically was 25% or higher.

Behavior was a major problem. Fights between students were sometimes a daily occurrence. Vandalism of the school was a moderate problem. Students had little interest in school, and did as little work as they could.

Test scores for all grades in all subjects were below the 20th percentile. Students taking the ACT pre-college test typically scored below 15, or the 30th percentile; many of them scored much lower 15. Students did not take the more prestigious SAT at all; none of them expected to go to Ivy League-type schools that require the SAT.

The emphasis of the Focus on Excellence program now is to become **the best school district in the U. S.** Wellpinit feels it is already the best Indian school; now it wants to be the best school, period.

Funding for the Focus on Excellence program has come primarily from the District's operating budget. The District has aggressively sought grants from the federal government, from foundations, and from corporations, but has not relied on grants to start to make improvements. The main factor in school improvement has not been money, however. It has been the staff devoting the time and energy to getting the program off the ground.

Staff members work on special projects and are provided onsite training as well as professional training days for conferences and seminars. They have been given additional paid time as well as in house free workdays to help offset the extra duties involved in starting the program. Substitutes cover their classrooms when they have free workdays. Staff members are now provided with financial incentives for extra duties.

The project has been geared for "whole school success" from its inception. The number of indicators of success is not limited. The areas of primary concern were student absenteeism, the dropout percentage, college entrance rates, an appreciation for work preparation, and standardized test scores. The focus of the program from the very beginning was to address the following concerns:

- Reduce the dropout percentage
- Reduce the number of out-of-school suspensions
- Increase CTBS scores
- Increase student interest in mathematics and reading
- Improve the ability of students in keyboarding
- Cultivate student and faculty global awareness and connectivity
- Improve the reading ability of all students
- Reinforce and enhance the computer skills of staff and students
- Increase opportunities for higher education
- Develop an appreciation for preparation for the world of work.

For students, the program was designed to allow them increased access to state-of-the-art technologies, develop an alternative education program, develop a student-to-student mentoring program, and give them national off-reservation travel experiences.

For teachers, the program was designed to help them develop a comprehensive discipline program, equip each with one-on-one computer training, furnish them enhanced teacher housing and recreational facilities, and afford them extra pay for extra duties.

The following accomplishments show the progress Wellpinit School District has made in the past ten years:

- The dropout rate for K-8 students has been reduced to zero.
- The dropout rate for high school students has been reduced to one percent (1%).
- Attendance for all students increased from 65% to above 90% and has remained there for over eight years.
- Fourth grade math scores increased from the 21st percentile nationally to the 71st percentile.
- Eleventh grade math scores increased from the 28th to the 45th percentile.
- College applications have increased from 15% of seniors to 100% for the past few years. All high school students in the 11th and 12th grades apply to a minimum of three colleges each year as a part of their graduation requirements.
- All CTBS test scores for all grade levels and in all subjects have increased from below the 20th to between the 40th percentile and the 70th percentile.
- Recently, a tribal member and graduate of Wellpinit High School finished college, then finished law school, then passed the state bar, and is now a tribal attorney.

Many people have worked on the project since its inception in 1990. The leaders of the project now are:

- Mr. Reid Riedlinger, Superintendent
- Dr. Magne Kristiansen, Technology Coordinator
- Ms. Joni Scott, Grants Coordinator and Staff Development
- Ms. Karen Axtell, Curriculum Director
- Mr. James Williams, Community-School Discipline Director
- Ms. Wendy Wynecoop, Community School Coordinator
- Ms. Gail Daniels, Activities Coordinator and Classified Staff Supervisor

Representatives from specialized departments of the schools are also members of the school management team. The school can be described as a warm, friendly place to work and learn. The school atmosphere is very family oriented.

The program has given new opportunities to those students with histories of poor attendance and/or failing grades. The program has been successful in that it has reached students who were in educational jeopardy and has brought former dropouts back to school to finish their education. The Alternative Education Program at Wellpinit High School allows students to return to school until age 21.

While the State of Washington requires only that grades 4, 8, and 11 be tested each year, Wellpinit tests all students each year. The scores are quantified longitudinally to ascertain scholastic growth and improvement over the previous five years. This process not only helps the parents review the progress of their children, but it enables the curriculum committee to change the ongoing curriculum design in response to deficiencies and/or insufficiencies in the District's programs. The District also compares Wellpinit scores with other schools in the State of Washington with high proportions of Indian students.

The District has a strong commitment to using technology proficiently in the classroom. The underlying district philosophy is that students have to be prepared for the job market, both local and global, and prepared to pursue higher education. Today's jobs require higher-order thinking skills and computer proficiency. Wellpinit students are expected to be in the high profile forefront when they are hired.

To align the district's curriculum with the state's essential learning and assessment system, Wellpinit's staff members have to be computer literate and functional. Wellpinit is shifting its curriculum toward a performance-based system whereby students are individually challenged at their level of comprehension and ability. This requires a high level of sophistication on the part of the teacher when providing curricular materials and assessing student performance. To this end, all staff members, certified and classified, have their own lap top computers.

Wellpinit has determined through experience that computer and other ancillary technologies can handle delivery and assessment of curricular materials. In this effort, the District has devised the Wellpinit Integrated Curriculum Program (WICP) model that combines computer-aided instruction with traditional textual teaching methods to ensure that each student has the maximum opportunity to learn. The model is based upon proven techniques and methods developed and refined over the past ten years.

The purpose of the Focus on Excellence program is two fold. First, recognition and monetary award will provide the status and incentive seed funds to help provide teachers and staff with the means to achieve a basic working knowledge of each component of the Wellpinit Integrated Curriculum Program (WICP) model. Second, it develops a prototype of consistency that will enable the WICP to be communicated to staff members in other school districts in Washington and beyond.

The WICP utilizes a combination of computer-based and teacher-based instructional methods and requires prior training for implementation. Training enables the staff to help all students, K-12, to use the program components of the computerized curriculum to the fullest extent. The WICP provides students with hands-on experience that can be immediately transferred to the workplace, or to any institute of higher education.

Wellpinit has more than 365 networked computer workstations throughout the 26 classrooms at the schools. They provide a student to computer ratio of 1.1 to one. Currently each classroom has eight IBM-type workstations, Internet access, individual classroom copy machines, a printer, a teacher telephone with outside lines and a combination of TV/VCR with satellite programming available on demand. Each computer workstation has the capacity to access all curriculum software and each workstation can also be used in a stand-alone capacity.

The Wellpinit educational network forms the framework of the District's Integrated Learning Profile. The District facilitates the growing need for technology-based education by using the Focus on Excellence program as a springboard to disseminate instruction to new staff members and current staff members requiring skills to access all facets of the District's computer network.

Wellpinit also has full access to the Internet via a T1 routed line leased from WEDNET. All computers with at least 16MB of RAM, which is 100% of all the computers at the schools, have Internet access. With more and more educational programming on the Internet, it is becoming necessary to upgrade our equipment for greater access to this and other online providers. Future grant funding and some district matching support will secure modems and equipment to allow dial-up service for community access to our Internet web site. Teachers will also benefit from this enhancement by having access to curricular programming from their home computers. Computers and related technologies are not the "end all, be all" of the WICP, however. It is only a support to total classroom learning.

Wellpinit has adopted a number of other techniques for maintaining and improving teacher-to-student interactions that include standard classroom management and skills for teaching specific subjects. The District provides new teachers with mentors to help facilitate their transition to our unique school program. Also, new Wellpinit certified teachers are allowed a one-year non-renewing contract only.

The District has a distinct advantage in the use of computer-aided instruction in the classroom; the computer programs are already in place and have been used successfully within the school, some of them for up to ten years. The District's commitment to technology has taken the traditional school computer laboratory and turned every classroom into a computer laboratory. Teachers augment the delivery of curricular materials, specifically in the areas of reading, writing, communication, and math. They do this by working with computers, not on them.

Computer proficiency enables Wellpinit teachers to establish individual learning profiles for students. Specific programs of learning are developed for each child, so that all children can succeed and improve at their own ability and comprehension level.

The Wellpinit School District's success thus far has enabled more students to be prepared for jobs and higher education than ever before. In addition, the use of appropriate technology has enabled teachers to provide more comprehensive reports to parents and administration regarding student progress. The chart below identifies the key programs where teachers require basic and advanced training. Essential learning and assessments will be implemented more successfully after a regimen of training has been established. Wellpinit training includes the following key programs:

Internet access and computer literacy for all staff and all students	Edunetics—science and math	AutoCad
Learning 2000	Waterford Reading Program	General Computing Skills.
Local and Non-local e-mail	Grade level examinations	Auto-Skills
IBM Learning Software	MS/DOS and Windows	Writing to Read
OSCAR Reading Program	PLATO/The Roach Organization	Computer Programming
Jostens Learning System	MS Word/Word Perfect	

Attendance was improved very early along. To curtail absenteeism, Wellpinit has created a home-school coordinator position. The purpose of the coordinator is to act as a liaison between parents, the schools, students, and the community. It is the responsibility of this person to follow up on student absences and see that students make it to school and other appointments. The coordinator also provides auxiliary transportation, home visits, and immediate parent contact for special needs or when signatures are required.

The District has already adopted portions of the Framework for Excellence as set forth in the Washington State Comprehensive Plan for the Improvement of Student Learning. The setting of the District with regard to its reservation location and its Native American population places Wellpinit School District in a unique and tenuous position. The School District and the community are working together to improve both the quality and the quantity of graduates from Wellpinit High School.

The District tries to provide local candidates for jobs that are available on the reservation (and in many cases beyond the reservation). In the past, jobs with Native American preference often went unfilled or were given to outside candidates due to a lack of qualified local talent. The community and the school district promote excellence in education among the young people of the Spokane Indian Reservation. This is a direct attempt to address the increased need for job candidates. The District is also working to make the transition from high school to higher education, or from high school to the private sector, a reality for a larger portion of its student body.

Thirty-five percent of the high school student population is employed during the day as a part of a student-to-work program. Students receive a payroll check for their work every two weeks during school. Students must have good attendance, good grades, and be drug tested to be in the program.

The Focus on Excellence program enables more Wellpinit projects to be considered and developed, giving Wellpinit students an edge in higher education and employment. A program to facilitate communication between high school and college students via the Internet has also been implemented.

Wellpinit students also have the opportunity to participate in work-study programs. These programs place students in local businesses, in tribal agencies, and in governmental agencies to groom them for future employment. Internships in areas requiring on-the-job training are also available to Wellpinit students. Many of these internship and job opportunities are direct spin-offs resulting from computer skills students have learned in the classroom.

The District has also joined forces with the Spokane Tribe Public Health and Safety Network to address the special needs of the community and to examine youth issues. Teachers and students have become an integral part of the tribal health board. The District also offers opportunities for tribal elders to offer assistance to students during school hours. The District also works closely with the Head Start program to help ensure that students come to school ready to learn.

Coordinated efforts between the community and the school maintain the discipline required to ensure that students continue to be ready to learn throughout their school careers. A community oversight committee has been empowered to ensure that the school district is meeting state and local expectations for improvement of essential learning and assessments.

The District has set much higher expectations and standards for its students. Scores on national tests have shown huge improvement over the past ten years, which is a testament to a commitment to excellence on behalf of the administration and staff. The District's attendance and graduation rates in the high school have improved dramatically since formation of the community and school partnerships. The improved proficiency of students to be able to use computer technology is owing to the fact that the District has provided increased access to technology and the tools of business and industry. Future grant funding and support from the District will assure that efforts for progress in these important areas will continue to be a priority.

The District is seeking grant funds to provide district-wide training in technology for all certified, classified, and support staff. A major component of the District budget calls for pay for substitutes while staff members are involved with their individual training programs. In addition, the technology projects require a coordinator and an oversight committee made up of parents, teachers, students, and other community members to oversee participation and content of the training.

In light of the need to launch the heightened technology project, efforts to cut overhead and free funds for the Focus on Excellence program are in progress. Wellpinit has significantly reduced its dependence on the local Educational Service District. The District has added its own Speech and Language Pathologist and its own Psychologist to the staff. In addition to the savings realized by this bold step, the District has created a positive cash flow by contracting the services of these two professionals to other local school districts.

The District personnel provide most of the training in technology using district staff as trainers. Since some staff members have high proficiency in several of the computer programs, the District has designed a schedule that brings practicing teachers and support staff together on a one-to-one basis for computer training sessions. The District surveyed staff members to ascertain computer strengths and weaknesses. The training schedule identifies a minimum of 15 essential skill areas specific to the Wellpinit District (see Chart) to be learned by the staff in inservice group settings. Proficiency in the essential skill areas will enable all staff members to serve our students better.

The Focus on Excellence program is not a one-dimensional, one-population project aimed at improving educational opportunities only for Indian students. It is a school wide, top-down improvement program that can be replicated by others. It can be implemented at any location regardless of ethnic or cultural consideration. The District's setting as a public school on reservation lands, and its high proportion of Indian students, affords a number of unique opportunities not found in traditional Indian schools. However, the District is forging new pathways of teaching and learning as much as it is reshaping and refining the tried and true methods of reaching young people.

The District's methods are simple: provide the tools, the incentives, and the vision, and the students will rise to the expectations. Aim for the stars and a miss will still yield highly positive results.

Technology, coupled with training, tied to performance, incorporating measurable objectives and outcomes, and involving the community, will allow any school to achieve the success that Wellpinit has. The tools can be found ultimately within schools themselves. A progressive administration and a willing staff will provide the impetus for students to improve.

In developing the Focus on Excellence project at Wellpinit School District, four problems were encountered: (1) high staff turnover for the first few years, (2) a lack of tribal support, (3) staff being separated from the community, and (4) student apathy.

Before 1989, teacher turnover was a recurrent problem. Few teachers stayed more than one or two years before they moved on to more attractive teaching positions, usually nearer a city or a suburban area. Some of the teachers that were tenured or who had stayed on were asked to leave, and many changed their instructional methodology to that of the "Focus on Excellence" plan.

Wellpinit is somewhat isolated and rural. Major shopping has to be done in the city of Spokane, almost an hour away by car. As the program was first implemented, some teachers did not believe the much higher expectations would work. Indian students simply did not fit in with high expectations. Annual staff turnover actually increased for three or four years. As the knowledge that the "Focus on Excellence" program was working spread within the teacher corps, the turnover rate started to decrease, and is now down to an acceptable level.

Tribal officials also were skeptical of the program at first. The tribal government and the school district functions were strictly separated at the beginning of the project. Tribal officials had been promised the moon many times before, only to see no results. The failures of the school district were frequently front-page news in the local newspapers. High dropout rates, poor test scores, and poor attendance rates were ongoing stories about the District.

Even when results started to improve, some newspapers continued to write all the bad things they could uncover about the District. It seemed that they had been writing bad things so long that they could not see the good things that were happening. This continued to feed into the negative perceptions of the District by tribal officials for years after improvements started to occur.

Teachers were not a part of the community when the project started. They were not required to live on the reservation. As soon as the school day ended, the campus emptied, and no one was to be found on the school grounds until the following morning unless there was a ball game. However, in 1993 the school board was asked by the superintendent to pass a policy requiring all newly hired teachers to live in school-provided housing, on the reservation. Consequently, a closer bond between teachers and the community has started to develop. This community support is vital to continuing to improve the schools.

Table 28

CTBS Scores, Fourth Grade, Wellpinit School District, 1993, 1998

Comprehensive Test of Basic Skills National Percentile Scores

Grade 4	Reading Total	Language Total	Math Total	Total Battery
Wellpinit SD, Spring 1998	39.30	58.70	69.50	59.30
Wellpinit SD, Fall 1993	36.00	35.00	40.00	36.00
State Average	51.00	50.00	47.00	49.00

Table 29

CTBS Scores, Eighth Grade, Wellpinit School District, 1993, 1998

Comprehensive Test of Basic Skills National Percentile Scores

Grade 8	Reading Total	Language Total	Math Total	Total Battery
Wellpinit SD, Spring 1998	42.00	28.00	48.00	39.00
Wellpinit SD, Fall 1993	17.00	24.00	35.00	23.00
State Average, 1993	57.00	52.00	52.00	54.00

Table 30

CTBS Scores, Eleventh Grade, Wellpinit School District, 1993, 1998

Comprehensive Test of Basic Skills National Percentile Scores

Grade 11	Reading Total	Language Total	Math Total	Total Battery
Wellpinit SD, Spring 1998	45.70	48.10	60.00	50.90
Wellpinit SD, Fall 1993	22.00	25.00	32.00	33.00
State Average, 1993	43.00	48.00	50.00	49.00
ITBS Scores, Spring 1999 NPR	Reading Total	Language Total	Math Total	Total Battery
Grade 3	47.00	49.00	51.00	48.00
Grade 8	36.00	37.00	61.00	43.00

Chart 31

Long Range Goals, Wellpinit School District, 1999

Goals and projects for 1999-2000 school year:

1. Increase ITBS scores in all areas, especially reading, with a target goal of 15% increase.
2. Continue to update and refine the district discipline policy.
3. Enhance drug policy, including drug testing for students and staff.
4. Expand use of Waterford Reading Program in kindergarten and first grade.
5. Reduce the Kindergarten class size by 50% with new certified hire.
6. Management Team enhanced to include representatives from all grade level areas as well as curriculum, athletics, activities, special education, safety and discipline, community relations, grants, and special programs administration.
7. Initiate a pilot program for grade level mastery learning using Individualized Learning Profiles for each students K-12.
8. Expand Vocational Education with more course offerings for students.
9. Increase opportunities for student work-study within and outside of school.
10. Adopt and use a standardized reading assessment tool in grades K-3.
11. Require written and documented proficiency exam for all simulation style courses, in addition to offering the opportunity for real-world application of vocational skills.
12. Complete school landscaping, ball field, expanded parking and all-year play ground.
13. Implement Virtual High School using video conferencing over the T-1 line.
14. Offer technology Course for students to prepare for Certified Network Engineer qualification and A+ certification.
15. Expand staff computer literacy to include 100% proficiency in word processing, printing, spreadsheets, accessory tools, e-mail, internet research, Windows 98 management, file management, databases, multimedia presentations, software installation, and hardware troubleshooting.
16. Increase access for students and staff to on-line college courses.
17. Provide computer literacy training and proficiency checks for all students K-12.
18. Compress CORE curriculum from a K-12 to K-8 program to work toward an overall goal of national percentile scores above 90% on standardized tests.
19. Make laptops available for students in 3-12th grade to check out.
20. Make laptops available for all staff members
21. Enhance and fully integrate Learning 2000, Josten's Learning System, and Plato Courseware into each classroom.
22. Establish and expand after school tutoring and homework assistance program.
23. Provide students with a greater variety of after school extracurricular activities, including fitness and nutritional programs for community youth and adults.
24. Build a program to recapture the traditional Salish language and cultural traditions.
25. Establish a community technology literacy program.
26. Establish substance abuse support groups working with the Spokane Tribal Court and other human service agencies on the reservation.
27. Expand library hours and availability of equipment and materials.

Chart 32

Spring 1999 ITBS Test Scores, Wellpinit Elementary School

READING

Grade	Reading Vocab.	Reading Comp.	Reading Total	Language Expression	Listening	Capitalization	Punctuation	Language Total
K	41.0			44.0	58.0			41.0
1	46.0	51.0	48.0	46.0	43.0			48.0
2	61.0	60.0	60.0	50.0	44.0			46.0
3	45.0	49.0	47.0	44.0		55.0	50.0	49.0
4	21.0	32.0	28.0	21.0		40.0	30.0	29.0
5	44.0	48.0	47.0	54.0		53.0	55.0	53.0
6	28.0	34.0	31.0	32.0		37.0	44.0	39.0
7	32.0	46.0	41.0	45.0		44.0	53.0	46.0
8	28.0	43.0	36.0	42.0		31.0	44.0	37.0
K-8 1999 Total	38.4	45.4	42.0	42.0	48.3	43.3	46.0	42.6

MATH

Grade	Math Comp.	Math Concepts and Est.	Math Prob., Data Int.	Math Total	CORE Total	Word Analysis	Spelling	Science	Social Studies
K			67.0	59.0	38.0	55.0			
1	64.0	47.0	37.0	41.0	42.0	89.0		34.0	48.0
2	75.0	59.0	53.0	56.0	55.0	66.0	51.0	52.0	40.0
3	64.0	48.0	46.0	49.0	48.0		35.0		
4	79.0	30.0	46.0	39.0	30.0		35.0	19.0	19.0
5	90.0	57.0	55.0	55.0	52.0		58.0	47.0	44.0
6	63.0	43.0	44.0	44.0	37.0		55.0		
7	77.0	58.0	57.0	58.0	51.0		43.0		
8	69.0	57.0	54.0	61.0	43.0		35.0		
K-8 1999 Total	72.6	49.9	51.0	51.3	44.0	70.0	44.6	38.0	37.8

Chart 33

Wellpinit High School, ITBE Test Scores, Spring 1999

Grade	Vocabulary	Content Area Reading	Reading Total	Expression Adv. Skills	Literary Materials	Expression Total
9	41.0	43.0	43.0	40.0	42.0	45.0
10	39.0	43.0	42.0	43.0	40.0	47.0
11	17.0	33.0	25.0	32.0	33.0	32.0
12	39.0	49.0	45.0	45.0	57.0	44.0
9-12 Total, 1999	34.0	42.0	39.0	40.0		42.0

Grade	Quantitative Thinking Adv Skills	Total	CORE Total	Sources of Information	Science	Social Studies
9	49.0	49.0	44.0	38.0	45.0	43.0
10	48.0	48.0	46.0	49.0	49.0	48.0
11	44.0	44.0	33.0	28.0	36.0	32.0
12	68.0	68.0	53.0	50.0	65.0	50.0
9-12 Total, 1999	52.3	52.3	44.0	41.3	48.8	43.3

Chart 34

K-9 Daily Attendance, 1991-1999, Wellpinit School District

YEAR	DAILY ATTENDANCE
1991	65%
1992	75%
1993	80%
1994	88%
1995	90%
1996	91%
1997	92%
1998	93%
1999	94%

Chart 35

Drop Out Percentage, Wellpinit School District
1991-1999

YEAR	GRADES	DROPOUT RATE	GRADES	DROPOUT RATE
1991	K-8	0%	9-12	25%
1992	K-8	0%	9-12	15%
1993	K-8	0%	9-12	12%
1994	K-8	0%	9-12	12%
1995	K-8	0%	9-12	10%
1996	K-8	0%	9-12	10%
1997	K-8	0%	9-12	05%
1998	K-8	0%	9-12	04%
1999	K-8	0%	9-12	01%

Chart 36

Percentage of College Applications, Wellpinit School District, 1991-1999

YEAR	PERCENTAGE
1991	5%
1992	15
1993	15
1994	20
1995	30
1996	25
1997	35
1998	100
1999	100
2000	100

Table 37

CTBS Scores, Wellpinit School District, 1994-1998, School Wide
READING AND LANGUAGE

GRADE	READING Vocab.	READING Comprehen.	READING TOTAL	LANGUAGE Mechanics	LANGUAGE Expression	LANGUAGE TOTAL
K	58.5	30.5	46.0			
1	57.7	53.0	57.0	58.0	55.7	63.5
2	36.0	36.0	32.5	28.0	41.0	40.0
3	37.0	48.5	44.3	53.7	45.0	50.5
4	33.0	39.0	39.3	60.0	48.5	58.7
5	22.7	32.9	31.2	31.8	27.2	23.0
6	27.3	59.0	44.0	47.7	44.0	48.5
7	26.3	44.0	35.0	40.0	31.0	34.5
8	39.0	49.0	42.0	29.0	26.7	28.0
9	42.0	56.5	46.0	56.5	48.5	55.0
10	42.0	53.0	45.0	34.5	45.5	44.0
11	44.0	46.1	45.7	47.3	44.8	48.1
12	33.0	47.7	44.0	43.0	40.0	37.0
1998 TOTAL	38.3	45.8	42.5	44.1	41.5	44.2
1997 TOTAL	38.3	45.8	42.5	43.0	40.3	42.6
1996 TOTAL			39.8			38.6
1995 TOTAL			38.8			40.6
1994 TOTAL			33.3			31.3

CTBS Scores, Wellpinit School District, 1994-98, School Wide
MATH AND TOTAL BATTERY

GRADE	MATH Comp.	MATH C & A	MATH Total	TOTAL Battery	WORD Analysis	Spelling	Study Skills	Science	Social Studies
K		67.5			60.7				
1	77.5	59.0	70.0	58.5	62.3			60.0	30.5
2	62.5	37.0	47.3	44.0	49.0	40.0		29.0	22.0
3	70.4	64.3	64.3	56.0	50.7	54.5		52.5	34.0
4	82.8	54.0	69.5	59.3		38.0	54.0	51.0	35.5
5	60.6	51.2	55.7	38.9		37.6	35.5	34.0	23.7
6	67.0	60.0	65.0	55.0		39.0	44.0	51.0	38.0
7	59.0	36.0	46.5	34.3		31.5	29.3	43.0	37.5
8	60.0	35.0	48.0	39.0		39.0	26.0	41.0	40.0
9	75.5	60.0	71.5	52.0		54.5	36.0	46.0	51.0
10	41.5	70.5	60.5	51.0		28.5	42.5	56.0	56.5
11	57.6	60.3	60.0	50.9		50.0	56.7	51.7	58.3
12	51.0	63.0	60.0	40.0		44.0	49.0	44.0	40.0
1998 Tot.	63.8	55.2	59.9	48.2	55.7	41.5	41.4	46.6	38.9
1997 Tot.	62.6	55.2	59.0	47.4	55.7	40.4	40.1	45.5	39.6
1996 Tot.			54.6	46.7					
1995 Tot.			51.8	42.9					
1994 Tot.			42.0	38.0					

Chart 38

The Wellpinit School District Philosophy Statement

The vision of the Wellpinit School District No. 49 is to prepare each student, in their entirety, through a quality education, to include the necessary tools to be successful in our modern society as productive citizens, with a positive learning environment and an awareness of their culture.

"to prepare each student"
This will be accomplished through classroom instruction or other developmental means as provided by teachers, administrators, and other persons in the community.

"in their entirety"
The thoughts and emotions, both physically and spiritually, are important to the overall instruction and development of each individual.

"through a quality education"
A highly developed program of reading, writing, speech, and mathematical skills, as well as a clear understanding and appreciation of history will provide a foundation for a quality education.

"to include the necessary tools"
A program utilizing and further developing learning skills, problem solving abilities, and student creativeness will enhance the student's life-long job performance and personal satisfaction.

"to be successful"
The fulfillment of each individual's life hopes allowing for a secure, happy, adaptive, and competitive situation.

"in our modern society"
Given the urban, rural, reservation, or other living environments in which these students may find themselves in a new age of information following their normal schooling years.

"as productive citizens"
The ability for these students to contribute to society in a meaningful way.

"with a positive learning environment"
The ability for these youth to participate in a community which experiences a drug and alcohol free, non-discriminatory, and respect of individual rights environment. The wish for these students to experience and utilize a successful aura.

"and an awareness of their culture"
An ability for these youth to truly understand and appreciate their rich cultural heritage and the many offerings of their civilizations, both past and present.

ATTACHMENT 1

CRITERIA FOR EXEMPLARY PROGRAMS

June 10, 1991

1. USE BASIC INDICATORS OF EDUCATIONAL PROGRESS, such as
    - High school completion rates
    - Standardized test scores
    - College entrance test scores
    - Aptitude test scores
    - College entrance rates
    - Grades earned by students
    - Attendance rates
    - Employment rates
    - College completion rates
    - Self-esteem measures
    - Reading levels and amounts
2. DOCUMENTATION/PROOF OF EXEMPLARY OUTCOMES
3. MINIMUM NUMBER OF CHILDREN AFFECTED: 25
4. PROGRAM HAS BEEN IN PLACE AT LEAST TWO YEARS
5. PROGRAM CAN BE REPLICATED
6. PARENT COMMITMENT AND INVOLVEMENT ARE SPELLED OUT
7. PROGRAM IS PERMANENT

NASF Publication Order Form

Qty	Publication Title	Price	Totals
	"The National Indian Grant Directory" Stacey Jenkins and Dean Chavers. 500 pages, 1999. ISBN# 1-929964-00-5	$99.95	
	"The Secret of No Face" Chief Everett Parker and Oledoska. 184 pages, 1972 (reprint). ISBN# 1-929964-02-1	$18.95	
	"What Are You Doing With Your Impact Aid?" Dean Chavers and Robert Chiago. 170 pages, 1991.	$35.00	
	"Basic Fund Raising: A Training Manual" Dean Chavers. 147 pages, 1986. ISBN# 1-929964-03-X	$39.95	
	"Management For the 1990s" Dean Chavers. 120 pages, 1996. ISBN# 1-929964-04-8	$39.95	
	"Preparing Indian Students for College" Compiled by the Recruitment Office of NASF. 130 pages, 1994. ISBN# 1-929964-05-6	$39.95	
	"Exemplary Programs in Indian Education" Compiled by Dean Chavers. 1999, 3rd edition. ISBN# 1-929964-01-3	$39.95	
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Fx: 505-262-0534

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Please route to grant writers and fundraisers

ATTACHMENT 3

NATIONAL EXEMPLARY PROGRAMS

The individuals and organizations listed here have various recognition programs for exemplary schools and projects. Contact them for more information.

Mr. Enrique M. Cubillos
National Council for Bilingual Education
FORUM
11501 Georgia Avenue, Ste. 102
Wheaton MD 20902

Dr. Scott Cameron
Utah State Board of Education
250 E. Fifth South
Salt Lake City UT 84111

Ms. Lila Gross, Director
Elementary School Recognition Program
1535 W. Jefferson St.
Phoenix AZ 85007

Dr. Eugene P. LeDoux
New Mexico Research and Study Council
214 Onate Hall
University of New Mexico
Albuquerque NM 87131

Mr. Victor M. Hyden
State Facilitator
Nevada Department of Education
400 W. King St.
Carson City NV 89710

Mr. Stafford Nagatani
Administrator for Special Programs
Department of Education
3430 Leahi Avenue
Honolulu HI 96815

Ms. Barbara Little
Office of Compensatory Education Programs
U. S. Department of Education
Washington DC 20202

Dr. Boyd Dressler
Director of Curriculum
Colorado Department of Education
201 E. Colfax Avenue
Denver CO 80203

Mr. Lyle Wright
State Facilitator
Utah Office of Education
250 East 500 South
Salt Lake City UT 84111

Mr. L. Leon Webb
State Facilitator
Education Diffusion Systems
161 East First St.
Mesa AZ 85201

Mr. Jim Gontis
Administration Consultant
New Mexico Department of Education
Education Building
Santa Fe NM 87501

Ms. Jane E. Zinner
Facilitator
State Facilitator Project
1575 Old Bayshore Highway
Burlingame CA 94010

Ms. Winona Chang
Dissemination
Office of Instructional Services
595 Pepeekeo St., Building H
Honolulu HI 96825

Dr. Mary T. Mahoney
Exemplary Program
Office of Bilingual Education and Minority Language Affairs
400 Maryland Ave. SW, Rm 421
Washington DC 20202

Exemplary Programs
Office of Education Programs
Bureau of Indian Affairs
1951 Constitution Avenue NW
Washington DC 20245

Mr. Charles D. Beck, Jr.
Northern Colorado Educational Board
830 S. Lincoln
Longmont CO 80501

Ms. Shirley Wutz
Coordinator
Educational Information Center
1535 W. Jefferson St.
Phoenix AZ 85007

Dr. Amy Atkins
DEEP Project
University of New Mexico
Onate Hall, Room 223
Albuquerque NM 87131

Basic Education Research
Nevada Department of Education
400 W. King St.
Carson City NV 89710

California School Recognition Program
California State Department of Education
P. O. Box 944272
Sacramento CA 94244

National Rural Development Institute
Western Washington University
Exemplary School Program
Bellingham WA 98225

ATTACHMENT 4

CRITERIA OF EFFECTIVENESS

Congress and the White House eliminated the National Diffusion Network (NDN) in the budget cuts of 1995 and 1996. This section of the U. S. Department of Education was the national organization that recognized, supported, and disseminated information on exemplary programs for 25 years. The programs it recognized were **the best** in the U. S.

Only three Indian education projects were ever approved by NDN. The first was a Cherokee (OK) Right to Read project listed in the national directory in 1978. The second was a Cheyenne-Arapaho Right to Read project listed in 1979. Both were not listed in the directory in the following year. The third was the Davis County, Utah Title IX Indian Education project listed in 1996, the last year the directory was published (see Raven, *op. cit.*) The Davis County project has since closed, since it was totally dependent on a federal grant that was also eliminated in the budget cuts.

Even though the NDN is no longer in operation, the framework that NDN and its Program Effectiveness Panel (PEP) used, and the processes they put in place, are still valid for developing and recognizing exemplary programs. Therefore we reproduce them here.

CRITERIA OF EFFECTIVENESS

To measure the individual merits of each submission, PEP relies on general criteria for weighing educational effectiveness and specific guidelines for interpreting evidence. Both are necessary for PEP to assess the claims and supporting evidence for each program's submission. The general criteria for effectiveness indicate the kinds of questions all programs need to address; they lay the foundation for PEP's evaluative work. The specific guidelines give program evaluators and reviewers practical help in interpreting the general standards under varying conditions.

In order to be judged effective by PEP, all submissions must show that developers have met three general standards in the areas of evaluation design, results, and replication.

1. Evaluation Design. A credible evaluation design assures that the results have been obtained in a manner appropriate for the program and that the effects are clearly produced by the program.

Appropriate Measurement. An evaluation approach that meets PEP's standards of effectiveness relies on instruments and measurement procedures that are valid for the program and that have adequate technical strength. In effective projects, data collection and analysis procedures have been handled carefully; sufficient care is demonstrated for the reviewers to have confidence in the accuracy of the results. Effective programs implement evaluation designs which are appropriate and reasonable even if only indirect measures of program impact are reported. The ineffective project usually errs by providing inadequate documentation about how and why measurement selections were made and about the appropriateness and strength of instruments and procedures. PEP attempts not to penalize projects from those fields in which the available instrumentation is limited or technically weak.

Attribution. Because PEP evaluates complex programs operating in real schools, clearly attributing results to the program is often the primary challenge for the program evaluator. In other words, it is critical for the program to select an evaluation approach that clearly demonstrates the link between program elements and observed outcomes.

The submittals judged ineffective by the PEP often fail to consider or convincingly rule out plausible alternative explanations for the observed results. An evaluation design which cannot test or control teacher effects, students' maturation, changes in related school policies, or selection differences among program and comparison group participants is rarely convincing. Panel members expect program evaluators to know about potential threats to validity, to estimate the impact of competing influences when possible, and to recognize the design's shortcomings when alternative explanations cannot be ruled out.

Comparison Standard. An evaluation design should include an appropriate standard of comparison which clearly demonstrates the project's impact and the significance of that impact. In the typical case, PEP submissions compare carefully-drawn experimental groups which receive alternative treatments or they use norm-referenced test instruments to establish the effects of programs. Comparison standards are an essential design element for weighing the program's results.

2. Meaningful Results. The results of a program are meaningful when the impact is strong and the goals are important.

Programs often demonstrate value and importance by comparison to other programs or to alternative means or reaching the same results, but occasionally programs are considered effective simply because they have produced some results. For example, school programs that attempt to reduce juvenile delinquency or lower dropout rates may be considered successful when they show solid evidence of having made any inroads on these intractable problems. In these cases, the panel balances its judgment of effectiveness (based on comparisons to previous problem levels) against the difficulty of achieving the program's purposes. Frequently, programs demonstrate educational significance based on the program's efficiency, such as its ability to produce results in light of time, effort, and cost required.

To establish that a program has meaningful results—that is, valid and convincing evidence of useful results—evaluators should consider the need for the program results and comparisons with other similar programs.

Need. The PEP expects each submission to clearly state the need and purpose if fulfills. When interpreting results, the effective program makes an explicit connection between the changes observed and the practical needs met by the program. In some cases, a program's purpose may address a problem that concerns schools and districts everywhere; then, even a small practical effect may be important.

Programs which PEP judges to be ineffective often fail to consider outcomes in light of purposes, sometimes to the point of ignoring the obvious incongruity between stated goals and the measured effect. A surprising number of submissions that PEP reviews fail to adequately describe the program's basic purposes. It is both easy and trivial to demonstrate that students exposed to a particular curriculum will learn more about that subject than those who are not. It is not enough to simply document a project's implementation and record its results. The panel must understand what need the program meets.

Worthwhile programs (for example, those featuring curricular enhancements) for which there is no pressing need can strengthen their arguments by demonstrating that students are not otherwise adversely affected—meaning that they lose nothing by their absence from other programs or activities when enrolled in the program. It is always necessary to provide an informed rationale for the overall value of the educational activity under evaluation.

Comparison to Similar Programs. All projects should provide accounts of how their programs operate and make clear distinctions among similar projects. An effective program is based on a clear conceptualization of what the program intends to achieve and how its particular approach

ƎEST COPY AVAILABLE

succeeds better than other approaches. The program's design should reflect current research findings.

Conversely, submittals that PEP judges to be ineffective often make a simple and avoidable mistake: They fail to investigate how their programs compare to other programs of the same type. Such programs show little evidence of having learned from or built upon the efforts of others in the field. A failure to discuss the program's practical significance indicates to PEP an unfamiliarity with comparable programs in the same field.

It is a common misconception that every program that PEP considers must be innovative, that is, completely different from any other program. In fact, many projects that come before the panel are the result of an innovative approach which began in a local school. Innovation brings both advantages and disadvantages. From the PEP's perspective, innovations may be difficult to evaluate because there is no basis for comparison with similar programs. Also, innovative programs may pose methodological issues due to the confounding influences of local talents and prompt concerns about replicability

3.Potential for Replication. The program must be transportable to other sites for reasonable costs—in dollars and effort—with the expectation of similar results.

PEP must determine if a program can be implemented at other sites for reasonable costs. It considers evidence of the program's generalizability and its efficiency.

Generalizability is usually measured by the stability of the results at the home site or evidence of replication at new sites. An effective project demonstrates its generalizability by gathering comparable evidence across different settings or across several years. PEP is concerned about the context of all experimental sites so that it can determine where the program is likely to work—and work with some staying power. PEP expects all submissions to identify the range of ages or grade levels, the populations, and the settings within which the program has been tested. The sample used in the evaluation should be adequate in terms of size and representativeness to support the claims.

Efficiency is measured by the money, time, and resources that the project requires—which include the demands made on both teacher and students—balanced against the program's results. A critical element of program efficiency is low or reasonable costs. The PEP must weigh a program's impact against the time, effort, or resources which the program requires. Detailed cost information for replication purposes and cost comparisons with competing programs are helpful to the panel. An effective program uses available resources efficiently relative to its results.

Realistic Expectations. No real-life program evaluations are wholly convincing, and rarely are they totally unconvincing. The average submission meets several requirements of the general criteria quite easily and has difficulty addressing the others. The best advice is to remedy as many design problems as possible, often by collecting supporting evidence to complement the basic evaluation design, and to be frank and thoughtful about remaining shortcomings and uncertainties. Ultimately, what makes program evidence convincing depends on (1) the difficulties of achieving the program's goals and (2) the difficulties of measuring the program's results. PEP's expectations are crafted to be both realistic and rigorous. In every case, the panel expects program developers to be aware of the problems—solvable and unsolvable—in their evaluation designs and to demonstrate that every reasonable effort was made to obtain compelling evidence of the program's effectiveness.

TYPES OF CLAIMS

The expansion in the types of claims and the nature of the evidence appropriate for consideration by PEP has led to the development of four claim types to guide program evaluators. For each type, examples and discussion provide guidance for design of evaluations and presentation of supporting evidence. PEP's standards for reviewing each claim type are included in the form of questions.

In practice, a submittal may include claims that are from two or more types suggested here or that represent combinations of claims. Typically, projects focus on one type of claim and provide supporting evidence that may relate to another claim. For example, a project may claim student achievement change and then supplement its primary evidence with indications of related student attitude changes.

Claim Type 1: Academic Achievement—Changes in Knowledge and Skills. This is the traditional claim, usually based on experimental or quasi-experimental evaluation designs. It requires measurement of learning and the comparison of growth to an appropriate control group or normative standards. It also requires a convincing demonstration that overall change is educationally significant.

Claim Type 2: Improvements in Teachers' Attitudes and Behaviors. Claims of this type focus on programs that change teachers' attitudes and behaviors in order to improve the teaching process. They require demonstration of changes in attitudes and behaviors, and presentation of a reasonable link between these results and an educationally important goal.

Claim Type 3: Improvements in Students' Attitudes and Behaviors. This claim type focuses on changes in students' attitudes and behaviors that in the long term lead to educationally desirable outcomes. Use of this claim requires data showing positive change in the target group, and strong logical or empirical evidence that this change is large enough to be educationally meaningful.

Claim Type 4: Improvements in Instructional Practices and Procedures. Claims of this type are intermediate outcomes that have to do with such system changes as efficiency, cost and labor savings, and improved services. This claim type requires documentation of change and demonstration of the link to longer-term educationally relevant outcomes.

3/2/95

EXEMPLARY PROGRAMS IN INDIAN EDUCATION APPLICATION

Please answer all questions. You may use the space provided and/or extra sheets. Please do not feel limited to the space given.

1. List the name of the contact person for the project. This should be a person who directs or works in the program, not an administrator or person who does not work with the program.

Name of Contact: ______________________

Title of Contact: ______________________

Organization of Contact: ______________________

Address : ______________________

City/State/Zip: ______________________

Telephone: (   ) ______________________

Fax: (   ) ______________________

Date of application: ______________________

2. Describe the focus of the program, specifically. This is the content area, such as reading, dropout prevention, test score improvement, etc.

3. Describe the population the project is intended to reach, specifically in terms of grade levels, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.

4. Describe the personnel who have worked on the project, from its inception to the present time. Describe their background, special training, experience, and ongoing professional development. Please include a one-page, abbreviated resume for each person; this resume will be published in the directory. Tell what each person does for the project, and the years they have worked.

5. Please describe any awards the project has won, locally (from the school district), regionally, statewide, or nationally.

6. Please describe the students served, in terms of grades, areas of residence, tribe(s), social or socioeconomic status, academic performance levels, etc.

7. Please show sources of support. If all support has come from your institution, and no special grants have supported the project, state this.

8. Please describe the indicators used to measure project success. This can be one or several, depending on the nature of the project. If it is only one, just list that one.

9. Please describe the status of the baseline indicator(s) prior to the initiation of the project.

10. Please describe changes in baseline data over time, from project initiation to the present. Describe any setbacks, false starts, changes in strategy, etc., which are associated with any anomalies in the data.

11. Please describe how the baseline data and follow-on data were collected, recorded, scored, and analyzed. Tell who did the analysis, and when. (This should be fairly straightforward, e.g., "We analyzed the reading scores of the CTBS each year and plotted the progress on a chart. The analysis was done by ____________" and so on.)

12. Please describe any technology which was used with the project, such as computers, reading labs, programmed learning, etc. Tell who used it, how often, how well it worked, etc. If none was used, so indicate.

13. Please describe the methods, in detail, used to bring about the results.

14. Please describe how your project can be replicated by others. Is it specific to one population, or one staff person? Are there any difficulties starting it at another location? Will it work with all populations; how and why?

15. Describe any outreach to other schools and/or similar projects you have done, such as networking, exchanging information, providing training, receiving training, etc.

16. Please describe how the parents of students are involved in the project, and committed to it and to seeing that their children have an excellent education.

17. Please describe how students were selected for the program. List criteria used in selection.

18. Please describe any publicity, recognition, or awards the project has gotten. Copies of awards, plaques, newspaper articles, and the like will be published in the directory if they are clean and legible.

Please return to:

Dean Chavers, Ph. D.
Native American Scholarship Fund, Inc.
8200 Mountain Rd., NE #203
Albuquerque, NM 87110